

STATE TEACHERS COLLEGE BULLETIN

BLOOMSBURG . . . PENNSYLVANIA



Annual Catalogue
1916-1917

State Teachers College Bulletin

Vol. 14

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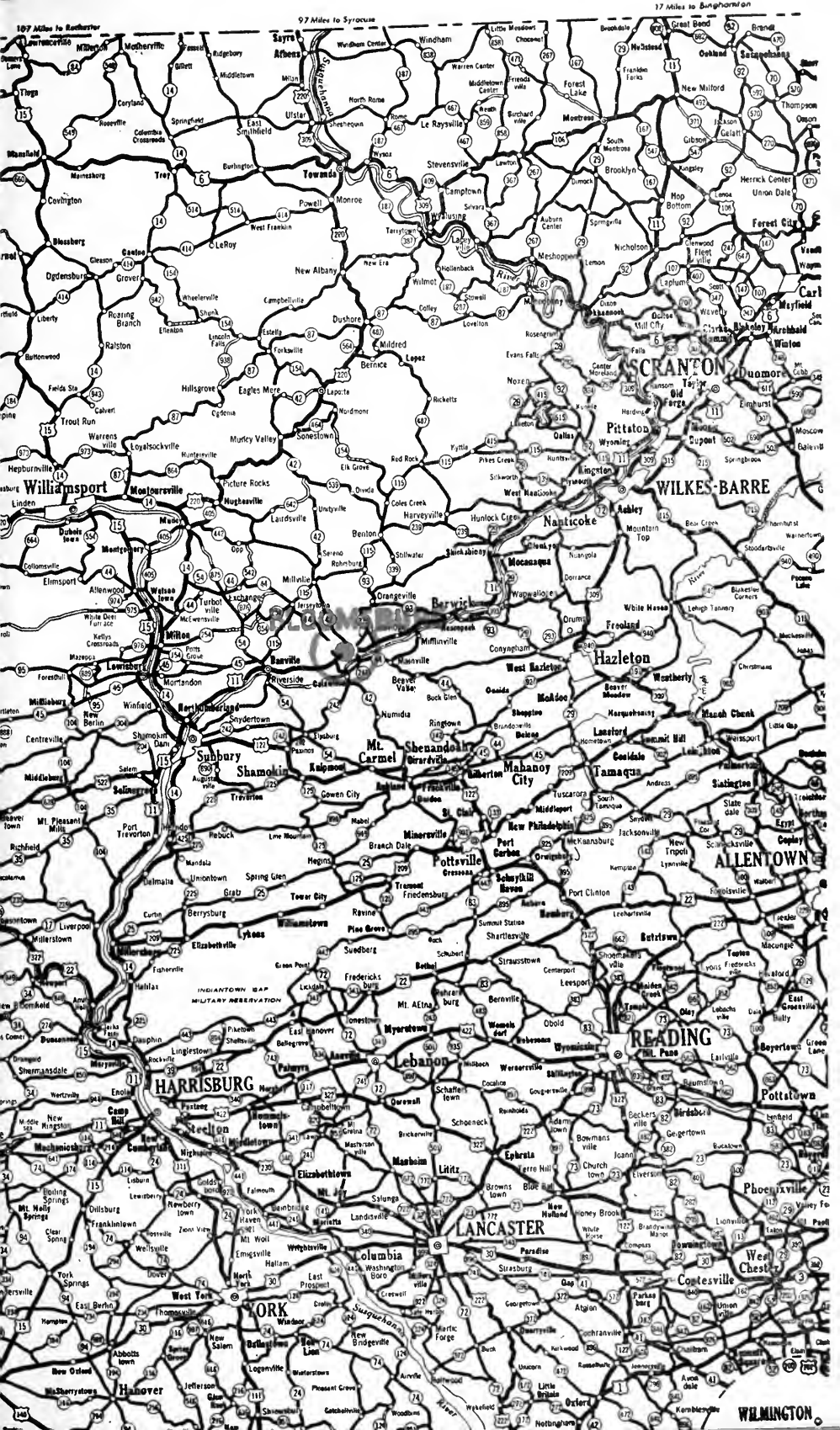
Bloomsburg, Pennsylvania

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Calendar 1946-1947

PRE SESSION — Three Weeks

Begins	Monday, June 3
Ends	Friday, June 21

REGULAR SESSION — Six Weeks

Registration	Monday, June 24
Classes Begin	Tuesday, June 25
Classes End	Saturday, August 3

POST SESSION — Three Weeks

Begins	Monday, August 5
Ends	Friday, August 23

FIRST SEMESTER — 1946-1947

Registration	Monday, September 9
Classes Begin	Tuesday, September 10
Thanksgiving Recess Begins at Noon	Wednesday, November 27
Thanksgiving Recess Ends at Noon --.....	Monday, December 2
Christmas Recess Begins at Noon	Wednesday, December 18
Christmas Recess Ends at Noon	Thursday, January 2
First Semester Ends	Saturday, January 18

SECOND SEMESTER — 1946-1947

Registration	Wednesday, January 22
Classes Begin	Thursday, January 23
Easter Recess Begins at Noon	Saturday, March 29
Easter Recess Ends at Noon	Wednesday, April 9
Alumni Day	Saturday, May 24
Baccalaureate Services	Sunday, May 25
Class Day Activities	Monday, May 26
Commencement	Tuesday, May 27

The Calendar of the Benjamin Franklin School does not coincide with that of the College.

Please apply to President Harvey A. Andruss for blanks and information relative to enrollment.

COMMONWEALTH OF PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION

FRANCIS B. HAAS, Superintendent of Public Instruction

TEACHER EDUCATION AND CERTIFICATION

Henry Klonower, Director

John K. Trayer
Assistant Director

Stanley A. Wengert
Assistant Director

STATE COUNCIL OF EDUCATION

President and Chief Executive Officer, Francis B. Haas

Marcus Aaron	Pittsburgh
W. Floyd Clinger	Warren
Elsie M. Heckman	Allentown
Donald L. Helfferich	Lansdowne
Miles Horst	Palmyra
Robert C. Shaw	Camp Hill
G. Morris Smith	Selinsgrove
Herbert J. Stockton	Johnstown
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Paul E. Whitmeyer	Secretary

THE BOARD OF TRUSTEES

Dr. Francis B. Haas, ex-officio, Superintendent of Public Instruction	
Reg. S. Hemingway, Esq., President	Bloomsburg
Fred W. Diehl, Vice President	Danville
Mrs. Elsie Yorks Jones, Secretary	Bloomsburg
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Thomas Morton	Berwick
George L. Weer	Kingston
Howard S. Fernsler	Pottsville
Charles D. Steiner	Shamokin

ADMINISTRATIVE PERSONNEL

Harvey A. Andruss	President
Mrs. Anna M. Knight	Secretary to President
Thomas P. North	Dean of Instruction
Marguerite W. Kehr	Dean of Women
Ethel A. Ranson	Assistant Dean of Women
John C. Koch	Dean of Men
George C. Buchheit	Assistant Dean of Men
Edna J. Hazen	Director of Elementary Education
Joseph R. Bailer	Director of Secondary Education
William C. Forney	Director, Department of Business Education
E. H. Nelson	Director, Department of Health Education
M. Beatrice Mettler	Graduate Nurse
C. M. Hausknecht	Business Manager
Nevin T. Englehart	Superintendent of Grounds and Buildings

FACULTY COMMITTEES

CHAIRMEN

Alumni Loan	Thomas P. North
Assembly	Howard Fenstermaker
Athletics	George C. Buchheit
Veterans	John C. Koch
Commencement Week Activities	Walter S. Rygiel
Entertainment	Edward A. Reams
Fraternities	Nell Maupin
High School Service	Walter S. Rygiel
Publications	Samuel L. Wilson
Social Affairs	President of P. S. E. A. Unit
Student Progress	Edna J. Hazen
Visual Education	H. H. Russell

The Dean of Instruction, Dean of Men, Dean of Women are members of all committees. The Business Manager, Dietitian, and Superintendent of Grounds and Buildings are advisory members of all committees subject to the call of the Chairman.

Faculty

- HARVEY A. ANDRUSS** *President*
University of Oklahoma, A.B.; Certificate in Public and Private Business, Northwestern University, M.B.A.; Graduate Work, *ibid.*
- MRS. LUCILLE J. BAKER** *Training Teacher, Grade I*
Pestalozzi-Froebel School, Chicago, Illinois, student; Western State College, Colo., A.B.; Columbia University, A.M.
- JOSEPH R. BAILER** *Director of Secondary Education*
University of Pittsburgh, B.Sc.; New York University, M.A.; Cambridge University, Cambridge, England; University of Grenoble, Grenoble, France; Columbia University.
- EDNA J. BARNES** *Training Teacher, Grade IV*
Illinois Women's College, Jacksonville, Ill.; Western State Teachers College, Macomb, Ill., B.S.; Teachers College, Columbia University, M.A.; Graduate Work, University of Colorado, Columbia University.
- GEORGE C. BUCHHEIT**, *Asst. Dean of Men and Health Education*
University of Kentucky, B.S. in C.E.; Graduate Work University of Illinois; Columbia University, M.A. in Phys. Ed.
- HOWARD F. FENSTERMAKER** *Foreign Languages*
State Normal School, Bloomsburg, Pa.; University of Michigan, A.B.; New York University, A.M.; Graduate Work, University of Pennsylvania.
- JOHN J. FISHER** *Psychology*
Goshen College, Goshen, Ind., A.B.; Indiana University, M.A.; Harrison Fellow, University of Pennsylvania; Graduate Work, Columbia University.
- WILLIAM C. FORNEY** *Director, Dept. of Business Education*
Temple University, B.S.C.; Harvard University, University of Chicago, Graduate Work; New York University, M.A.
- EARL GEHRIG** *Business Education*
State Teachers College, Bloomsburg, B.S.; Graduate Work, Bucknell University, Northwestern University.
- DOROTHY E. GILMORE** *Assistant Librarian*
State Teachers College, Bloomsburg, Pa., B.S.
- EDNA J. HAZEN** *Director of Elementary Education*
State Normal School, Edinboro; Allegheny College, Meadville; Columbia University, B.S., M.A.; Graduate Work, New York University.
- ALICE JOHNSTON** *Speech*
Park College, Mo., B.L.; Columbia University, M.A.; Graduate Work, University of Wisconsin, Columbia University, University of Michigan.

MARGUERITE W. KEHR*Dean of Women*

University of Tenn., B.A.; Wellesley College, A.M.; Cornell University, Ph.D.

GEORGE J. KELLER*Art*

State Normal School, Bloomsburg; Teachers College, Columbia University, B.S.; Bucknell University, M.A.

JOHN C. KOCH*Dean of Men and Director of Aviation Education*

Bucknell University, A.B., A.M.; Graduate Work, New York University.

KIMBER C. KUSTER*Biological Science*

State Normal School, Bloomsburg, Pa.; University of Michigan, B.S.; M.S., Ph.D.

ELMA L. MAJOR*Special Education*

State Teachers College, Bloomsburg, Pa., B.S.; Graduate Work, University of Michigan.

PEARL L. MASON***Librarian*

Simmons College, Boston, B.S.; Graduate Work, Columbia University.

NELL MAUPIN*Social Studies*

Peabody Teachers College, B.S.; State University, Iowa City, M.A., Ph.D.

LUCY McCAMMON*Health Education*

State Teachers College, Springfield, Mo., A.B.; Columbia University, M.A.

HERBERT E. McMAHAN**Business Education*

Temple University, B.S. in Commerce; Pennsylvania State College, Graduate Work, Temple University, M.Ed.

M. BEATRICE METTLER*Graduate Nurse*

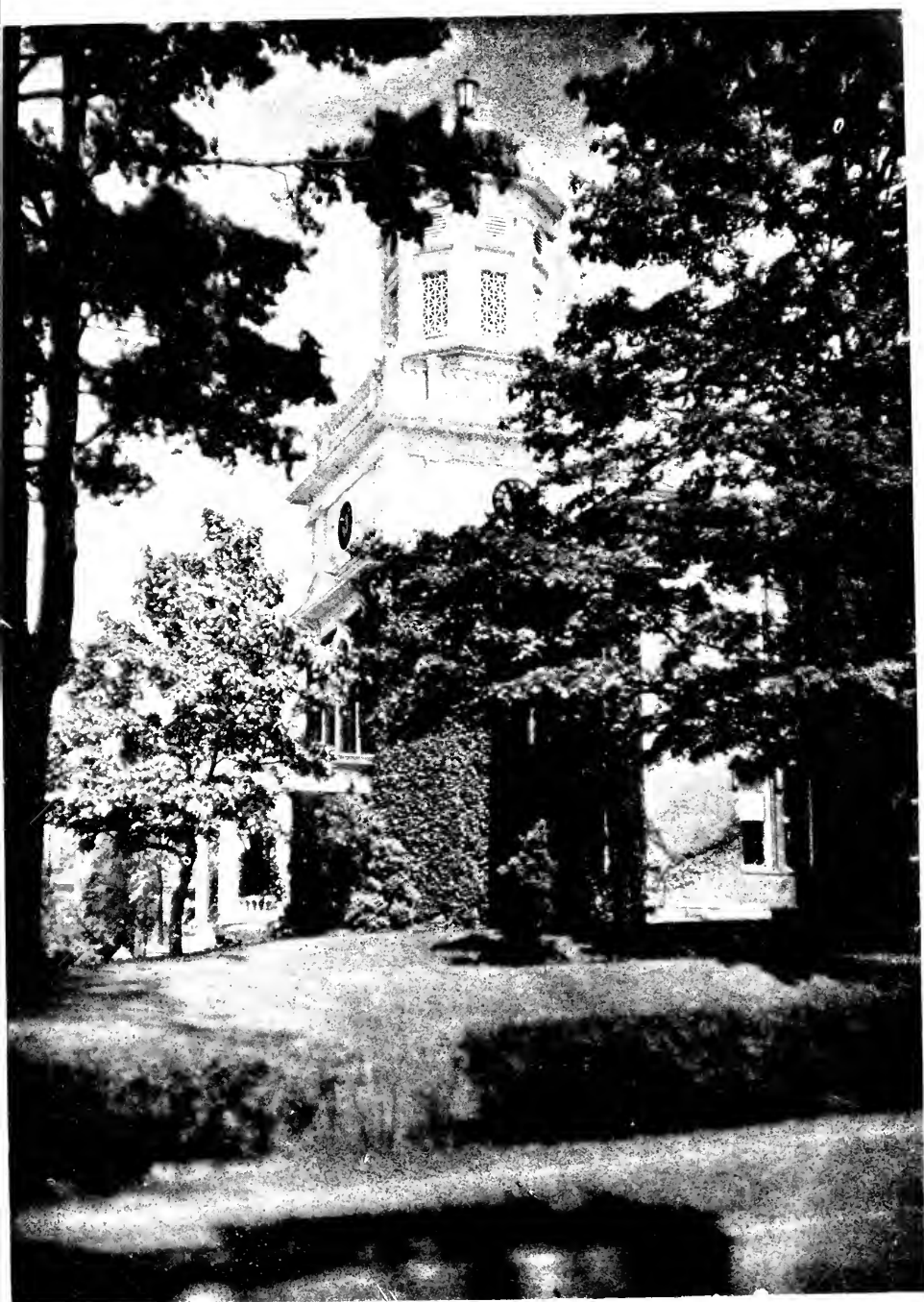
Bucknell University, Lewisburg, Pa., A.B.; Graduate The Johns Hopkins Hospital Training School, Baltimore, Maryland; Graduate Work, University of Chicago, Chicago, Illinois; R.N., Pennsylvania and Maryland.

HARRIET M. MOORE*Public School Music*

State Teachers College, Kirksville, Mo.; Bush Conservatory, Chicago, Ill., Mus. B.; New York University, B.S., M.A. in Music Education; Graduate Work, New York University, University of Chicago, Washington University.

* Leave of Absence, Captain, Supply Corps, U. S. Naval Reserve.

**Leave of Absence (1946-1947).



CARVER HALL ERECTED 1867



WORLD WAR I MEMORIAL AND PINERY

*E. H. NELSON** *Director of Department of Health Education*
State Normal School, Bloomsburg; University of Michigan,
A.B.; Harvard University, Ed.M.; New York University,
Ph.D.

THOMAS P. NORTH *Dean of Instruction*
Pennsylvania State College, B.S., M.S.; Cornell University,
Ph.D.

ETHEL A. RANSON *Asst. Dean of Women and Mathematics*
University of Illinois, A.B.; Columbia University, A.M.

EDWARD A. REAMS *Assistant Dean of Men and Social Studies*
Kansas Wesleyan, A.B.; Columbia University, A.M.; Grad-
uate Work, University of So. Carolina, Penn State College,
New York University.

BERTHA RICH *Social Studies*
Colorado State Normal School, Gunnison, Pd.B.; Western
State College, A.B.; Columbia University, A.M.; Graduate
Work, Clark University.

H. HARRISON RUSSELL *Geography*
Illinois State Normal University, B. Ed.; Clark University,
A.M., Ph.D.

WALTER S. RYGIEL *Business Education*
Temple University, B.S., M.Ed.; Graduate Work, Bucknell
University, University of Pennsylvania.

ANNA GARRISON SCOTT *Training Teacher, Grade V*
State Normal School, Bloomsburg, Pa.; Columbia Univer-
sity, B.S., M.A.

S. I. SHORTESS *Physical Science*
Albright College, A.B.; University of Pennsylvania, M.S.;
Graduate Work, New York University.

IVA MAE VAN SCOYOC *Training Teacher, Grade III*
State Teachers College, Lock Haven, B.S.; Pennsylvania
State College, M.Ed.

SAMUEL L. WILSON *English*
Bucknell University, Sc.B.; Columbia University, M.A.;
Graduate Work, Harvard University, New York University.

GRACE WOOLWORTH *Training Teacher, Kindergarten*
University of Chicago, Ph.B.; University of California; Co-
lumbia University, M.A.

* Leave of Absence, Department of Public Instruction.

School Districts Providing Laboratory Schools

ADMINISTRATIVE OFFICERS

BLOOMSBURG JUNIOR-SENIOR HIGH SCHOOL

L. P. Gilmore, Supervising Principal

J. Claire Patterson, Principal

BERWICK SENIOR HIGH SCHOOL

R. A. G. Stettler, Superintendent

D. R. Shuman, Principal

DANVILLE SENIOR HIGH SCHOOL

Clifford D. Jenkins, Supervising Principal

COLUMBIA COUNTY RURAL SCHOOLS

Ray M. Cole, Superintendent

COOPERATING TEACHERS

Brink, J. Frank—Jun.-Sen. High School, Bloomsburg—Phys. Science
Bloomsburg State Teachers College, B.S.; Bucknell University,
M.S.

Hidlay, Clarissa B.—Sen. High School, Berwick—Foreign Languages
Bloomsburg State Teachers College, B.S.

Kline, Harriet H.—Jun.-Sen. High School, Bloomsburg.....English
Bloomsburg State Teachers College, B.S.; N. Y. University, M.A.

Knorr, J. Wesley—Jun.-Sen. High School, Bloomsburg.....Business
Bloomsburg State Teachers College, B.S.; N. Y. University, M.A.

Long, Bess M.—Junior-Senior High School, Bloomsburg.....Science
Susquehanna University, A.B.; Columbia University, M.A.

McKinstry, Cleora M.—Jun.-Sen. High School, Bloomsburg....English
State Teachers College, Bloomsburg, Pennsylvania, B.S.

Mercer, Robert H.—Jr.-Sr. High School, Bloomsburg....Mathematics
Gettysburg College, B.S.; Bucknell University, M.S.

Mordan, George M.—Jr.-Sr. High School, Bloomsburg—Mathematics
Gettysburg College, B.S.

-
- Pennington, Maynard J.—Jr.-Sr. High School, Bloomsburg....Science
Bloomsburg State Teachers College, B.S.
- Pensyl, Maree E.—Jr.-Sr. High School, Bloomsburg....Social Studies
Bucknell University, B.S.; New York University, M.A.
- Reed, William I.—Jr.-Sr. High School, Bloomsburg.....Business
Bloomsburg State Teachers College, B.S.; University of Pennsylvania, M.S.
- Schell, Ray I.—Jr.-Sr. High School, Bloomsburg.....Mathematics
Ursinus College, B.S.
- Sharpless, Myra—Jr.-Sr. H. School, Bloomsburg....Foreign Language
State Teachers College, Bloomsburg, Pennsylvania, B.S.
- Smith, Delmar L.—Senior High School, BerwickSocial Studies
Bloomsburg State Teachers College, B.S.
- Unger, Hannah E.—Sen. High School, Danville....Foreign Languages
Bloomsburg State Teachers College, B.S.
- .

History Of The State Teachers College At Bloomsburg

PRINCIPALS AND PRESIDENTS

Henry Carver	1869—1871
Charles G. Barkley	December 20, 1871—March 27, 1872
John Hewitt	March 27, 1872—June, 1873
T. L. Griswold	1873—1877
D. J. Waller, Jr.	1877—1890
Judson P. Welsh	1890—1906
D. J. Waller, Jr.	1906—1920
Charles H. Fisher	1920—1923
G. C. L. Riemer	1923—1927
Francis B. Haas	1927—1939
Harvey A. Andruss	1939—

Academy, Literary Institute, Literary Institute and State Normal School, State Teachers College—such has been the metamorphosis of the present State Teachers College at Bloomsburg.

Away back in 1839, a private academy was opened at Bloomsburg. C. P. Waller, a graduate of Williams College, successfully conducted the school for two years. Later public school teachers taught in the academy during their summer vacations. Among the outstanding teachers during this period were Joe Bradley and D. A. Beckley.

In 1856, D. J. Waller drew up a charter, which was subscribed to by worthy citizens of Bloomsburg and which provided that the school be known as the Bloomsburg Literary Institute for the promotion of education in the ordinary and the higher branches of English literature and science and in the ancient and modern languages.

In 1866, Henry Carver, of Binghampton, N. Y., taught the school. His unusual influence and personality had much to do with molding its early policies. He insisted that a new building was essential for the future development of the Bloomsburg Literary Institute.

Under his inspiration, the charter of 1856 was received and the following officials elected—President, D. J. Waller; secretary, I. W. Hartman; trustees, John G. Freeze, R. F. Cark and William Neal. Mr. Carver assured the trustees that \$15,000 would build a suitable building. The energy and enthusiasm of the men were such that when some doubted that the type of building which he had planned could be built for that amount, he assumed, in addition to his duties as teacher, the offices of architect and contractor.

On April 4, 1867, that building, the present Carver Hall, was dedicated with gala observance by the townspeople. Members of the first class at the new school—D. J. Waller, Jr., the late George E. Elwell and the late Charles Unangst—by popular subscription raised

\$1200 in a single week for the fine bell which formerly called the students to their classes. The first faculty comprised Professor Carver, teacher of mathematics and the higher English branches; Rev. J. R. Dimm, teacher of Latin and Greek; and Miss Sarah Carver, teacher of the lower English branches.

In the autumn of 1867, James P. Wickersham, State Superintendent of Public Instruction, was traveling through Bloomsburg on the train. He saw the new school on the hill "ablaze with lights" and thought the Literary Institute's location would be ideal for a State Normal School. So at a meeting in 1868, at which he addressed the citizens of Bloomsburg, it was decided to establish a Normal School under the Act of 1857. A dormitory was completed at a cost of \$36,000. The school was recognized as a State Normal School on Friday, February 19, 1869. In September of that year, there were 150 in the Normal Department and 80 in the Model School.

The school was called the Bloomsburg Literary Institute and State Normal School until it was purchased by the State May 22, 1916. After that it was known as the State Normal School at Bloomsburg until the name was changed to State Teachers College on May 13, 1927, by the State Council of Education. Up to 1920, when the Department of Public Instruction revised the programs of all the Normal Schools, the school offered college preparatory courses as well as teacher training courses.

Principal Carver left in 1871. Charles G. Barkley, Esq., a former county superintendent of schools, acted as principal from December 20, 1871, to March 27, 1872. His successor was the Rev. John Hewitt, rector of the Episcopal Church at Bloomsburg, who served as principal from March, 1872, to June, 1873. In 1873, Dr. T. L. Griswold became principal, serving until 1877.

Those early years were trying ones; subscriptions would fall off and trustees would often meet obligations on their own personal responsibility. In 1875, the dormitory was completely destroyed by fire. In 1876, a larger and handsomer building, the original part of the present Waller Hall was built. In spite of discouraging circumstances, the school began paying expenses during Doctor Griswold's administration.

In the Fall of 1877, Dr. D. J. Waller, Jr., became principal. For thirteen years the school grew under his guidance. The Model School and the east wing of the dormitory were built during his principalship. When Doctor Waller resigned in 1890, to become State Superintendent of Public Instruction, the school was in a prosperous condition.

Dr. Judson P. Welsh served as principal of the Bloomsburg State Normal School from 1890 to 1906. During his administration an addition to the four-story dormitory and the gymnasium were built. Science Hall was opened in the Fall of 1906 just after his resignation.

Dr. D. J. Waller, Jr., responded a second time to the summons of the trustees, serving as principal until 1920 when he retired from active duties. Dr. Waller gave the Bloomsburg State Normal School twenty-seven years of splendid service as its principal.

He was succeeded by Dr. Charles H. Fisher, who came to the Normal School from the State Department of Public Instruction. He served at Bloomsburg from 1920 to 1923. During his administration teacher training was introduced into the Bloomsburg public schools and extension courses were instituted. He was followed by Dr. G. C. L. Riemer, who came from the State Department of Public Instruction. He served as principal until June, 1927.

Dr. Francis B. Haas succeeded Dr. Riemer in July, 1927. Under his administration the College made great advancement, both in the improvement of the physical plant and in the program of teacher education in the Commonwealth.

Major campus improvements include the following: the addition of eighteen acres of land; the construction of a new Laundry Building; Elementary Training School; Gymnasium; Junior High School; Shop and Maintenance Building; addition to the Boiler Plant; Fire Towers for several buildings; a complete remodeling of Science Hall, and the remodeling of the auditorium.

Smaller projects include the provision of complete and comfortable rooms for day students; the construction of a new recreation field; the adoption of a tree-planting program; the building of new tennis courts; the installation of sound picture equipment in the auditorium; the laying of 2,500 lineal feet of new sidewalk and street curbs, and the addition of new underground steam and electric service.

Educational developments during the administration of Dr. Haas moved along parallel with the improvement in the physical plant and include the following; the establishment of the Department of Business Education; the inauguration of a Department of Special Education, with an Educational Clinic for guidance and remedial instruction of problem cases; the organization and development of a student government association; the development of such outstanding extra-curricular activities as the A Cappella Choir, Maroon and Gold Orchestra, Maroon and Gold Band, the Dramatic Club, and the installation of professional and honorary educational organizations.

In June, 1939, the College very fittingly celebrated its Centennial—one hundred years of progress.

Dr. Haas resigned in August, 1939, to assume, for the second time, the duties of State Superintendent of Public Instruction for the Commonwealth of Pennsylvania.

Before the passage of the first Selective Service Act in 1940 it was apparent that the upsurge of industrial activity would decrease enrollments in technical and professional institutions. Thus a transition made over a three year period required only gradual adjustment in plant, personnel, and student-body.

War programs involving contracts with the Department of Commerce, Navy Department, National Office of Education, and the Bloomsburg Hospital, enabled the college to inaugurate educational service in addition to teacher preparation, as follows:

Aviation began for college undergraduates in September, 1940; Army and Navy Aviation Cadets in July, 1942; Naval Flight Instruction School in November, 1942; V-5 Program, Naval Aviation Cadets in July, 1943; Naval Officers Candidates—V-12 Basic Curriculum began July, 1943; Engineering, Science, and Management War Training Courses for industrial workers in September, 1940, and Nursing Education in cooperation with Bloomsburg Hospital in September, 1943.

These activities enabled the college to face post war problems in education with experiences growing out of war-time experimentation. Already the first fruits are evident in the designation in April, 1943, of Bloomsburg as the first college in Pennsylvania (and possibly in the United States) to be approved to offer a field of specialization leading to the Degree of Bachelor of Science in Education for teachers of Aeronautics.

Campus, Buildings And Equipment

CAMPUS. The State Teachers College property comprises about fifty-five acres, of which over forty acres form the campus proper. The campus lies on a hillside from which one looks down over Bloomsburg homes toward the bright ribbon of the Susquehanna and beyond to the softly tinted distant hills. The campus contains an athletic field, tennis courts, and a general recreation field. An oak grove with a pergola and a lagoon forms an ideal place for out-of-doors pageants and dramatics.

The buildings of the State Teachers College reflect the growth of the institution.

CARVER HALL. Carver Hall, erected in 1867, and named for Henry Carver, the first Principal, stands at the head of Main Street. Its white belfry and pillared entrance form a picturesque approach to the College campus and buildings. The building contains an auditorium seating 1000 which has recently been completely equipped for motion pictures with sound equipment. A number of classrooms are also located in this building.

NOETLING HALL. Noetling Hall, named for William Noetling, the head of the Department of Pedagogy from 1877-1900, is in the rear of Carver Hall. The Department of Business Education occupies the second floor of this building. Here classrooms are provided for typewriting, bookkeeping and office practice. On the first floor are housed the psychological and speech clinics, each with a suite of modernly equipped offices and consultation rooms.

WALLER HALL. The main dormitory, Waller Hall, named for D. J. Waller, Jr., Principal of the College for twenty-seven years, is four stories high with a frontage of 165 feet and a wing 40 by 104 feet. This building is equipped with one passenger and two freight elevators.

The ground floor of this building contains the lobby, the dining room and kitchen, the administrative and business offices, and the post office.

The Alumni Room on the first floor of Waller Hall is beautifully furnished as a reception room for the Alumni and the Faculty. College cups and other trophies are displayed in this room.

Five modern enclosed fire towers help to eliminate fire hazards. The library and infirmary are on the second floor. The women's dormitory occupies the second, third and fourth floors. The rooms contain beds, dresser, chairs, and study tables.

The dining room and lobby are most attractive. The dining room is sunny and cheerful with white woodwork and decorative built-in cupboards. The students are seated at round tables in groups of eight. A dietitian directs the purchase, preparation, and serving of food.

Every effort is made to keep the students in good physical condition. A registered nurse is in charge of the infirmary where students may have proper care and quiet when they are sick. Doctors are called when the students desire or when the nurse deems it advisable. A cottage on the campus is set aside for housing patients who may develop contagious diseases. Fresh air, pure water, and well-balanced meals of wholesome food make the sick at Teachers College a negligible number.

The lobby with its tapestries and its comfortable chairs is a favorite social meeting place.

The library on the second floor of Waller Hall contains over 20,000 standard works of history, fiction, education, and the like. It is satisfactorily equipped with reference works, good magazines, and newspapers.

The third and fourth floors of Waller Hall above the Library were opened in 1942 to college men students.

One of the most interesting features of the building is "The Long Porch" overlooking "The View"—the Susquehanna River beyond the town and the Catawissa mountain beyond the river.

NORTH HALL. North Hall, the men's dormitory, is a short distance from Waller Hall. It is a three-story building, 50 by 90 feet.

OLD GYMNASIUM. This Gymnasium adjoins Waller Hall. It has a floor area measuring 45 by 90 feet, and wings outside of this space providing bleachers for 700. Beneath these are ample dressing-room facilities, including showers.

SCIENCE HALL. Science Hall was built in 1906. It is equipped for laboratory work in biology, chemistry, and physics. It contains a number of classrooms and two lecture rooms with lanterns, screens and other visual education apparatus. There are two large, well-lighted art studios in this building. Modern laboratory desks and other equipment for the teaching of chemistry and physics were in-



ON THE GYMNASIUM STEPS



COLLEGE LOUNGE FOR WOMEN



PROVIDING EXPERIENCE FOR REAL LEARNING AROUND THE
SCIENCE TABLE IN FIRST GRADE



BIOLOGICAL SCIENCE, TWELFTH GRADE

stalled at the beginning of the school year of 1937 to provide for the increasing demand for Science on the part of students who are entering the teaching profession. This building has been recently renovated and modern fire towers have been added at a cost of approximately \$25,000.

BENJAMIN FRANKLIN SCHOOL. The Benjamin Franklin Training School building was opened for use the first day of the 1930-1931 school year. It is designed, planned, and equipped in accordance with the best present modern practice. It provides practice teacher facilities from the kindergarten to the sixth grade, as well as a special class for the mentally retarded. Among the features is a special room arranged for observation and demonstration work. In addition to the practice work done here, a cooperative arrangement makes practice teaching possible in public schools of Berwick, Catawissa, Bloomsburg, Williamsport, and Danville. The practice teaching in rural work is done in the rural schools of Columbia County.

LAUNDRY. The new laundry provides, in a separate plant, the best modern equipment for handling the laundry needs of the College. The space in the basement of North Hall released by the removal of the old laundry has been developed as a lobby and reading room and provides locker accommodations for the day men.

CENTENNIAL GYMNASIUM. The Centennial Gymnasium is located on the upper part of the campus close to the Athletic Field. It is a building modern in every respect and fully adequate to meet the growing needs of the institution. It contains a large main gymnasium with a playing court of 48 by 84 feet, and two smaller auxiliary gymnasiums, one for men and one for women, each with an adjoining locker room. To the rear of the main floor is a fine swimming pool 75 by 30 feet. This building houses, in addition, complete office and classroom facilities for the Health Education Department. This building was dedicated on May 26, 1942, to commemorate the first century of the existence of the institution from 1839-1939.

Governor Arthur H. James and Dr. Francis B. Haas were present on this occasion.

SHOP AND STORAGE BUILDING. To take the place of the old barn which has been in use for many years in a new modern brick building balancing the laundry. This building is used for shop and storage purposes, making it possible to concentrate the maintenance equipment and services.

POWER PLANT. The old Power Plant, situated on the southwest corner of the campus, has been greatly enlarged and fully modernized to take care of the increased needs of the new buildings.

NAVY HALL. A laboratory high school completely equipped in 1942 and made available to the United States Navy for its V-12 officer training program. The building has classrooms, a large auditorium, home economics and industrial laboratories, library and offices.

Uniform Fees, Deposits, and Repayments In State Teachers Colleges, Pennsylvania

(Effective June 1, 1942)

A. FEES

I. Student Activities Fee

A fee to be determined by each institution will be collected from all students and administered under regulations approved by the Board of Trustees through a cooperative organization. This fee will cover the cost of student activities in athletics, lectures, entertainments, student publications, et cetera; provided, that students taking extension courses or regular session students taking less than seven hours (semester hours) may secure the benefits of the Activities Program by the payment of the Student Activities Fee.

II. Contingent Fee.

1. Semester of eighteen weeks.

- (a) A contingent fee for each student in each curriculum is charged as follows:

SEMESTER FEES (for Eighteen Weeks)

	Regular	Special	Total
Elementary Curriculums	\$45.00	(none)	\$45.00
Secondary Curriculums	45.00	(none)	45.00
Business Education	45.00	\$12.00	57.00

This fee covers registration and keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine) and laboratory facilities.

- (b) Students taking seven or fewer semester hours shall pay at the rate of \$6.00 per semester hour. Students taking more than seven semester hours shall pay the regular contingent fees; contingent fees for special curriculums shall be prorated on the basis of an eighteen semester hour load.
- (c) Students taking extension courses shall pay at the rate of \$6.00 per semester hour; provided, that the regular fees for special curriculum shall be prorated on the basis of an eighteen semester hour load.
- (d) The president of the college may, at his discretion, authorize payments for not less than one month in advance by worthy students.

2. Summer Session.

- (a) Six dollars per semester hour.
A minimum contingent fee of eighteen dollars (\$18.00) will be charged.

(b) Contingent Fees—Special Curriculums.

In addition to the above fees, students in the special curriculums will be required to pay a fee to cover the cost of materials, supplies, equipment, and special services used in the laboratories, shops or studios of the special curriculums.

These additional contingent fees will be as follows:

SIX WEEKS' SUMMER SESSION

*Art	\$ 6.00
Business	4.00
*Health Education	6.00
*Home Economics	9.00
*Industrial Arts	6.00
*Music	15.00
*Library Science	3.00

- (c) Students enrolled for periods of instruction differing from the schedule pay fees in addition on a pro rata basis of the schedule of fees provided for the regular summer session.

III. Housing Fee.

I. Housing rate for students shall be \$72.00 per one-half semester and \$48.00 for the Summer Session. This includes room, meals, and limited laundry.

- (a) For rooms with running water an additional charge of \$9.00 per student per semester or \$3.00 for the Summer Session may be made.*
- (b) No reduction in the rate is to be made for laundry done at home nor for absence of students who go home for a few days at a time.
- (c) A student may, at the discretion of the president of the college, occupy a double room alone by paying an additional \$36.00 per semester or \$12.00 for the Summer Session.
- (d) For the purpose of meeting the requirements in those colleges where off-campus rooming students board in the college dining room, and to meet the requirements of the Home Management Clubs in institutions maintaining home economics curriculums, the housing rates shall be divided \$2.50 for room and laundry (room \$1.75 and laundry \$.75) and \$5.50 for the table board.

2. Housing rate for employees other than those included in the State Classification Schedule (faculty, clerks, etc.) shall be \$9.00 per week. The housing fee shall be divided at \$3.50 for room and laundry (room \$2.75 and laundry \$.75) and \$5.50 for table board.

3. The rate of transient meals shall be:

Breakfast, \$0.35; Lunch, \$0.45; Dinner, \$0.60.

4. The president of the college may, at his own discretion, authorize payment for not less than one month in advance by worthy students.

*Not available at Bloomsburg.

IV. Damage Fee.

Students shall be responsible for damages, or breakage, or loss, or delayed return of college property.

V. Infirmary Fee.

After three days in the college infirmary, the college shall charge an additional \$1.00 for each day.

Day students who may be admitted to the infirmary shall pay board at the rate of \$2.00 a day. This charge includes the regular nurse and regular medical service, but does not include special nurse or special medical service.

VI. Isolation Hospital Fee.

If the college maintains an Isolation Quarantine Hospital for contagious diseases, the college shall charge \$10.00 per week additional, but this service charge does not include trained nurse or special medical service.

Day students who may be admitted to the Quarantine Hospital shall pay the board rate of \$2.00 a day (see V above), and in addition shall pay \$10.00 a week, but this additional charge does not include trained nurse or special medical service.

VII. Fees for Out-of-State Students and Veterans Administration.

Students whose legal residence is out of the State of Pennsylvania shall be charged at the rate of \$6.00 per semester hour.

If out-of-state students are enrolled in a special curriculum, they shall pay the special fees as found in Item II, 1-a, in addition to the regular contingent fee of \$6.00 per semester hour.

VIII. Private Instruction Fees.

The charge for private lessons in music, in the State Teachers Colleges maintaining the special curriculum in music, shall be:

1. Voice, piano, band, or orchestral instruments, \$24.00 per semester—for one lesson per week.
Pipe organ, \$42.00 per semester—for one lesson per week.
2. Rental of piano for practice, 1 period per day, \$6.00 per semester.
Rental of pipe organ for practice, 1 period per day, \$36.00 per semester.
Rental of band or orchestral instruments, \$6.00 per semester (for Summer Session the charge is one-third of above rates).
3. The charge for private lessons in music in the State Teachers Colleges not maintaining the special music curriculum shall be fixed as follows:
The Board of Trustees of a State Teachers College not offering the special curriculum in music, may, subject to the approval of the Superintendent of Public Instruction, enter into contract with individuals to give private lessons in music in order to afford an opportunity for students to continue their musical education. Such agreement shall provide reasonable reimbursement to the institution for any service or overhead supplied by the institution.

IX. Degree Fee.

A fee of \$5.00 shall be paid by each candidate for a degree to cover the cost of degree diploma.

X. Record Transcript Fee.

One dollar (\$1.00) shall be charged for the second and each subsequent transcript of records.

XI. Delinquent Accounts.

No student shall be enrolled, graduated, or receive a transcript of his record until all previous charges have been paid.

XII. Fee for Late Registration and Late Payments.

Each student registering after the date officially set for registration shall pay an additional fee of \$1.00 per day until the student is in regular attendance in accordance with the regulation of the Board of Presidents, provided that the total amount of Late Registration Fee shall not exceed \$5.00, except when permission for late registration has been secured in advance from the President because of illness or any other unavoidable causes. The same regulations shall apply to approved inter-semester payments.

B. DEPOSITS**Advance Registration Deposit.**

A deposit of \$10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the Revenue Department to the credit of the student's contingent fee. *If, however, the student notifies the college at least three weeks before the opening of college that he is unable to enter, or if the student is rejected by the college, repayment of this deposit will be made through the Department of Revenue, on application from the student through the college authorities.*

Check or money order for this amount must be drawn to the Commonwealth of Pennsylvania.

C. NO OTHER FEES OR DEPOSITS PERMITTED

No fees or deposits, other than as specified above, may be charged by a State Teachers College.

D. REPAYMENTS**I. Repayment will not be made:**

1. To students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.
2. For any part of the advance registration deposit for any cause whatsoever except where students give notice of intentions to withdraw at least three weeks before the college opens or when the student is rejected by the college.

II. A repayment will be made for personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees for the amount of the housing and contingent fees paid by the student for the part of the semester which the student does not spend in college.

III. The advance registration deposit will be returned to students provided they notify the college *not less than three weeks before the opening of the semester or term of their intention not to attend, or provided the student is rejected by the college.*

Summary of Expenses

The cost for one semester
for students living at

	Home	College
Contingent Fee	\$45.00	\$ 45.00
Housing Fee (Board, Room, and Laundry)	(none)	144.00
Activities Fee	15.00	15.00
Books and Supplies (Estimated)	20.00	20.00
Total	\$80.00	\$224.00

Business students pay \$12.00 additional.

Out-of-State students and Veterans Administration pay \$6.00 per semester hour credit.

Students not living at home and not working in homes approved by the college, must live in the dormitories if rooms are available.

All fees must be paid in advance of enrollment. Fees for the regular college year may be paid one-half in advance of enrollment and one-half before the middle of each semester.

If any fees other than the Activities Fees are paid by Bank Drafts, Express or Post Office Orders, or Checks, they must be made out for the exact amount which is being paid, and drawn payable to the order of the Commonwealth of Pennsylvania. All Post Office Orders paying such fees must be drawn on the Post Office at Harrisburg, Pennsylvania. If the Activities Fee is not paid in cash, a separate order must be drawn payable to "Community Activities."

Keys.

Each student purchases a room key or locker lock for \$1.00. This is refunded when the key or lock is returned.

Baggage.

Baggage is hauled on the opening and closing days of each semester for a small charge. Incoming baggage should be clearly marked with the owner's name and "State Teachers College, Bloomsburg, Pennsylvania." When baggage is sent to the station it should bear the owner's name and destination.

Guests.

Arrangements for room guests at Waller Hall and North Hall must be approved by the Dean of Women or the Dean of Men. The guest rates in the college dining room, payable to the Dietitian, are as follows: Breakfast, 35c; Luncheon, 45c; Dinner, 60c.

Books and Supplies.

The estimated cost of books and supplies is \$20.00 for each semester. Students may secure these at the Community Store connected with the college. This store is operated on a cash basis.
Dormitory Residence.

Students not living at home and not working in homes approved by the college, must live in the dormitories if rooms are available. **School Banking.**

The Business Office is prepared to handle deposits of cash for students in order that they may secure small amounts at convenient times.

Notice of Withdrawal.

Students leaving the college must notify the President of their withdrawal. Regular charges will be made until such notice is received.

Music.

All music accounts are payable in advance for a half-semester period.

PERSONAL EQUIPMENT FOR ENTRANTS

Rooms.

Each room is furnished with single beds, mattresses and pillows, dresser, study table, and chairs. Sheets, pillow cases, and white spreads are furnished for the beds.

Students must provide the following equipment:—Blankets or bed comforts, towels, and a large laundry bag plainly marked with the student's name.

Athletic Equipment.

Students must wear regulation gymnasium uniforms. These are to be purchased in the Community Store after the student arrives at Teachers College, in order that the outfits for the group may be uniform in style, color, etc.

Students should bring strong high shoes for hiking and climbing.

Laundry.

Each student is allowed twelve articles of plain clothing in the wash each week. Extra charge will be made for laundry in excess of twelve articles. Every article of clothing must be plainly marked with indelible ink. Defective marking is generally responsible for missing articles.

TYPES OF STUDENT ASSISTANCE

1—Student employment by the college—Such employment for the most part is limited to work in the dining room, the kitchen, the library, and the college offices. Occasionally there are a few opportunities in the general maintenance service. However, the number of positions at present is so limited that for the most part it is the policy of the college to make them available only after students have demonstrated ability to meet the standards of the college by completing in a satisfactory manner the work of the first year. A few opportunities are available to Freshmen for substitute service.

All work is paid for at rates from thirty to forty cents per hour, and the maximum number of hours which a student may be employed upon work administered by the college is twenty-five hours per week. This means that under the most favorable conditions the maximum amount that may be earned is ten dollars per week, and that for the most part this is available for upper class students only.

2—Household Work—Many students secure housing expenses by working in private homes approved by the college. The college refers requests from homes to prospective students. Usually, however, such opportunities are secured through friends or through church or other affiliations. Many students have secured household work and other work through advertisements placed in the Morning Press of Bloomsburg. Students securing such work in a home must secure from the Dean of Women, or the Dean of Men, an "Application for Approval to Live in a Private Home," and have it signed by the parent or guardian of the student, and the housekeeper, and approved by the Dean of Women or the Dean of Men. Until this agreement is submitted and approved, the enrollment is temporary.

3—State Scholarships—The State offers each year, through competitive examination, one scholarship worth \$100.00 in each county. These are administered by the Department of Public Instruction, and information concerning them may be secured from Mr. James G. Pentz, Department of Public Instruction, Harrisburg, Pennsylvania.

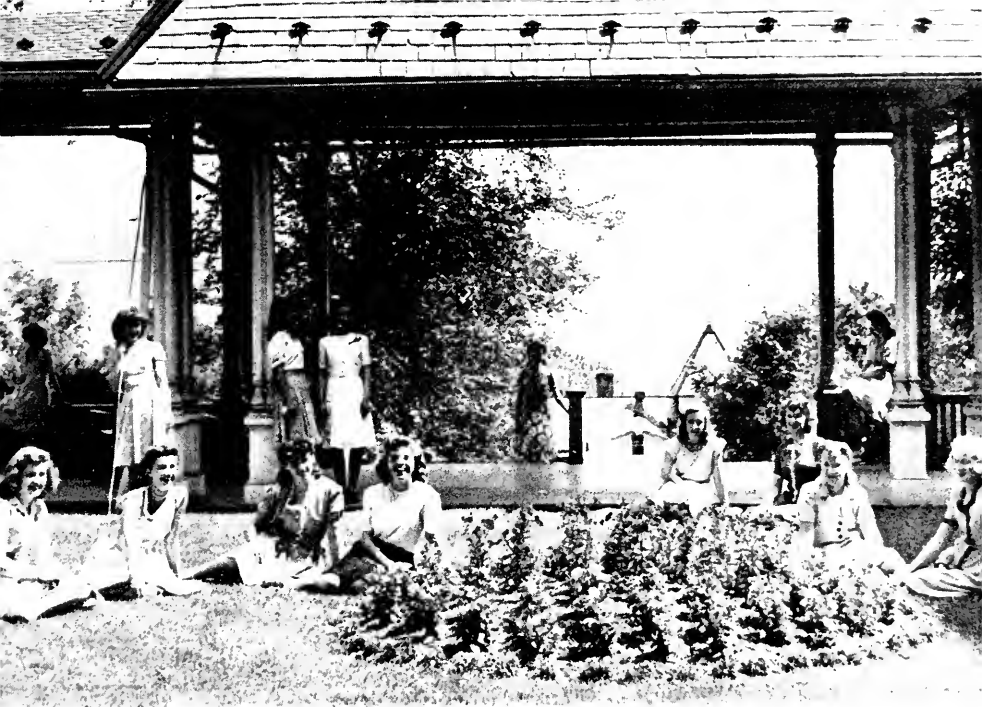
4—American Association of University Women Loan Fund—The Bloomsburg Branch of the A. A. U. W. has a loan fund open to a girl in the Junior Class. Information may be secured from Mrs. Norman Hoffman, Bloomsburg, Pennsylvania.

5—Alumni Loan Fund—Our Alumni Association has a fund from which loans at very reasonable rates are made to students. Information concerning this Fund may be secured from the Chairman of the Alumni Loan Fund Committee.

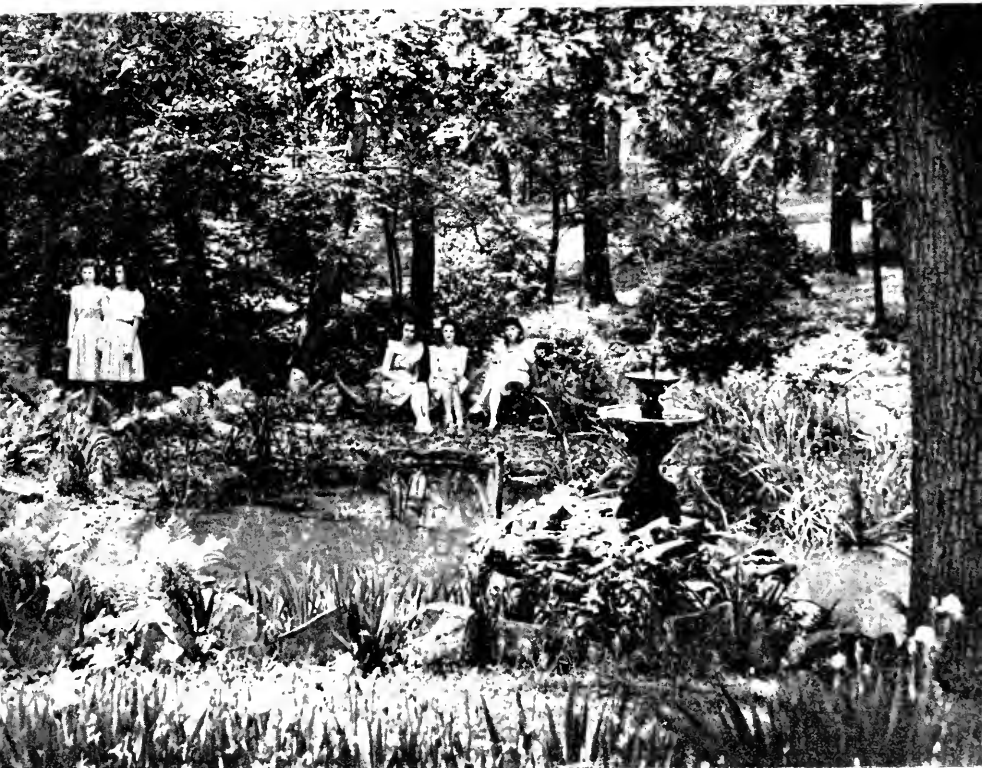
Loans are to be repaid to the Treasurer in monthly payments of not less than \$10.00 each and every month beginning four months after the student graduates.

Because of the great number of requests for loans, it has been found necessary to limit the loans to the Junior and Senior classes; and to further limit the amount to any one person to \$150.00.

6—The Bruce Albert Memorial Scholarship—The Alumni Association provides this scholarship of \$100.00 to a worthy Freshmen or Sophomore selected by the Faculty Scholarship Committee and approved by the President of the College. The scholarship may be



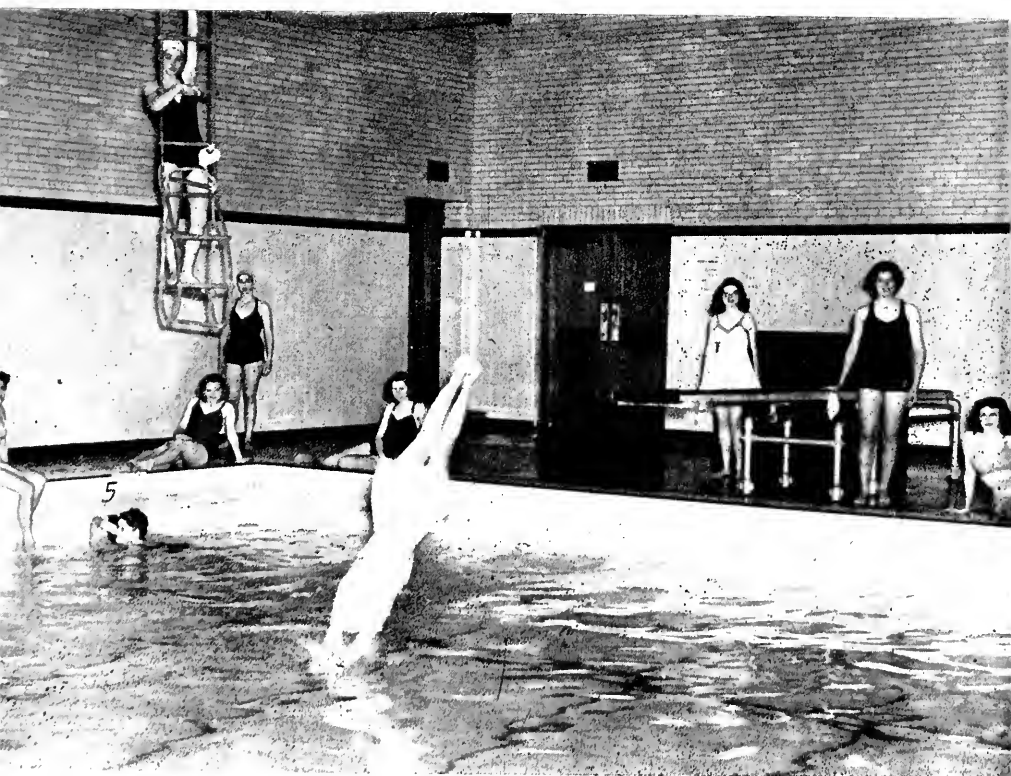
WALLER HALL COURT



THE LAGOON—HARTLINE ARBORETUM



TENNIS COURTS



SWIMMING POOL CENTENNIAL GYMNASIUM

divided and given to two students on a basis of \$50.00 each. Application blanks may be secured from the Dean of Instruction.

7—Alumni Association Scholarship—The Alumni Association provides from time to time other scholarships amounting to \$50.00 each, to worthy Freshmen and Sophomore Students. The selection of the beneficiaries is made by the Faculty Scholarship Committee. Application blanks may be secured from the Dean of Instruction.

ADMISSION REQUIREMENTS

Entrance Requirements.

New regulations for admission to the State Teachers Colleges of Pennsylvania were effective September, 1932. The regulations require the applicant to appear at the College on days announced during the summer in addition to the regular registration day at the opening of the fall semester. Following is a statement of the general principles controlling the new admission regulations. Enrollment is conditional until the applicant has met all the requirements set forth in the following five paragraphs:

1. General scholarship as evidenced by graduation from an approved four-year high school or institution of equivalent grade as determined by the Credentials Division of the Department of Public Instruction and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness for admission as prescribed in the detailed standards for admission.

2. Integrity and appropriate personality as shown by an estimate of secondary school officials of the candidate's trustworthiness, honesty, truthfulness, initiative, industry, social adaptability, personal appearance, and sympathy.

3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher, and absence of predisposition toward ill health as determined by a medical examination at the college. Specific standards will be set up in the detailed requirements for admission.

4. Normal intelligence and satisfactory command of English as evidenced by rating in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.

5. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

Students Enrolling for First Time Note Carefully the Following:

(1) ALL NEW APPLICANTS must have the following blanks sent by the person indicated direct to the college in advance of (a) the personal conference, (b) the medical examination, and (c) the written examination (required only by those in the lower half of the graduating class).

1. By the applicant—application for admission.
2. By a physician—report of the physical examination.
3. By the High School Principal—high school record and evaluation.

These blanks will be forwarded on request. Personal conferences may be had by arrangement with the Dean of Instruction. These personal interviews and health examinations may be arranged for any day from 1:30 P. M. to 3:00 P. M., Saturdays and Sundays excepted. The written examinations (required only of those in the lower half of the graduating class) will be given on dates to be announced.

(2) NEW APPLICANTS STANDING IN THE UPPER HALF OF THE GRADUATING CLASS as ranked by the high school principal are exempt only from the written entrance examination.

The credit unit on which entrance qualification is based represents not less than 120 sixty-minute periods of prepared work or the equivalent.

The Three Year Plan.

Students wishing to complete the requirements for the degree of Bachelor of Science in Education may now do so by attending college three calendar years. Each year now consists of two semesters of eighteen weeks each plus a three-week pre-session, a six-week summer session, and a three-week post session.

High school graduates may enter college at the beginning of any semester or summer session with the standards of admission, graduation and the award of teaching certificate remaining the same under the new program as under the usual four year plan.

Students wishing to earn their degrees under the usual four year arrangement may do so. The new program is not a replacement of the usual four year program but is an alternate designed to help both the student with limited time and the demand and need for teachers in our public schools.

Scheduling Student's Work.

At the beginning of every semester a schedule of classes is handed to each student by the Dean of Instruction. It is the duty of the student to enroll in each class and have the instructor of the subject sign the schedule card. When the last signature is obtained the card must be returned to the office of the Dean of Instruction. No permanent credits will be recorded unless this signed card is on file.

Transfers and Evaluations.

A student desiring to transfer from another college must first present a letter of honorable dismissal and a complete record of the work taken at his former college. These records shall be sent directly from the college to the office of the Dean of Instruction.

In evaluating and crediting the work of a student transferring from another college, credit shall be given only for work having a grade one letter point or the equivalent above the lowest passing grade of the institution from which the student is transferring.

All evaluations are made by the Dean of Instruction and are subject to change according to revisions in the requirements for graduation.

Advanced credit will be given for equivalent courses in approved institutions of collegiate grade, but no student may obtain a Bachelor of Science degree at Bloomsburg without a minimum residence of one year in the curriculum in which student intends to graduate. Students desiring to take work at any other institution must make written application to the Dean of Instruction for approval in advance. Otherwise credits may not be accepted. Correspondence courses are not offered or accepted by this college. *Transfer of credits having the lowest passing grade will not be accepted.*

Progress Reports and Records.

For the purpose of reporting the progress of each student, each semester is divided into periods of nine weeks. During each period the instructor hands to the Dean of Instruction a special deficiency report at any time the student is not doing satisfactory work. At the end of nine weeks a complete grade report is made. These grades are assembled and recorded upon a form suitable for mailing and are sent to the parents or guardians of each student.

At the end of the semester final grades are reported, recorded upon the permanent progress card of each student and filed. The report is then sent out as before. Any parent not receiving such a report at the end of the nine or eighteen weeks' period should notify the Dean of Instruction and a duplicate will be mailed.

System of Grading.

Our system of grading and its interpretation is as follows: A—very high; B—high; C—average; D—low; Cond.—condition; E—failure involving repetition of the entire course.

A grade of A carries with it 3 quality points for each semester hour.

A grade of B carries with it 2 quality points for each semester hour.

A grade of C carries with it 1 quality point for each semester hour.

A grade of D carries with it 0 quality points for each semester hour.

A grade of E carries with it -1 quality point for each semester hour.

Condition is not considered in computing quality points.

To graduate, a student must have not less than an average of 1.0 quality points.

Work accepted from other institutions shall count at the rate of one quality point per semester hour.

All students, before receiving a final grade in English I or II, or in Arithmetic I or II, or business Mathematics I or II, must qualify by receiving a passing grade in the standardized tests in English and Arithmetic. This refers to the tests given to all Freshmen each fall.

Removal of Conditions.

Each instructor imposing a condition at the end of a semester shall file with the Dean of Instruction a detailed statement of the steps to be taken by the student for the removal of conditions.

A printed form must be secured at the Dean of Instruction's office to be used when a condition has been removed. It is the responsibility of the student to have this form signed by the instructor removing the condition and to present it to the Dean of Instruction for recording.

If the condition is not removed within one year, the grade becomes an E and the course must be repeated.

Pre-Requisite for Student Teaching.

A student is eligible to begin teaching if he has attained a quality point average of 1.0 in not less than 90 semester hours.

Raising the Quality Point Average for Student Teaching or Graduation.

If a student fails to attain the required quality point average of 1.0, he may raise his average by repeating courses in which he received a grade of D or less, or by taking courses other than the repeated courses upon the approval of the Dean of Instruction and the Student Progress Committee. The divisor in the computation of the quality point average is the number of semester hours earned.

Residence Required for Graduation.

The minimum period of residence at this college is one year or its equivalent. Former students certified for teaching by having completed two or three years of college work and who are candidates for the Bachelor of Science Degree in Education must complete at least one-half of the remaining work required for the degree in residence at Bloomsburg. Residence credit may be earned in the classes of a regular semester in summer school or in Saturday classes for Teachers-in-Service.

Probation.

At the end of any grading period a student who has a grade of "E" in one half or more of the credit hours carried may be placed on probation until the next grading period. If at the end of the second grading period he has not improved his record, he will be advised to withdraw from college. Such a student may be permitted to enroll subject to the following conditions:

1. Written application signed by the student and his parents in advance.
2. The application shall state that the student
 - (a) Will pursue a limited program of work.
 - (b) Is on probation.
 - (c) Will voluntarily withdraw from college if he has "E's" in one-half or more of the credit hours carried, in the following grading period.

Eligibility for Participation in Intercollegiate Athletic Contests.

A student to be eligible must have secured a passing grade in at least twelve semester hours of work during the quarter preceding each respective sport.

Placement Service.

The Placement Service of the college cooperates with the Placement Service of the State Department of Public Instruction, Harrisburg, thus offering additional facilities for the placement of our students and graduates.

The Placement Service has for its purpose first of all to assist school officials to secure competent teachers, and second to aid teachers to secure suitable positions in fields of service for which their training best fits them.

The Placement Service is in charge of the Director, who answers all inquiries and gives personal attention to school officials seeking competent teachers.

In order that the Placement Service may serve the interests of the students to the best advantage, students are requested during the time that they are doing their student teaching to fill out a "Registration Blank," giving personal information such as grades and subjects which they are prepared to teach and desire to teach, their preference as to the part of Pennsylvania in which they would like to teach, experience in teaching, and other personal data which superintendents of schools and school boards wish to know when seeking candidates for positions.

The opinion of the Teacher Training Department is often sought by school officials. The quality of the work done by students in college courses as well as in student teaching is, therefore a most important element entering into the recommendation of students.

In order that the Placement Service may be of maximum benefit to graduating students, it is necessary that those securing positions advise the Director of Teacher Training immediately. This procedure will not only avoid the recommending of a candidate for positions after he is already employed, but will enable the Teacher Training Department to keep in close touch with all those individuals who have not secured teaching positions.

Students after graduation from the college are urged to keep up their contracts with the Placement Service and the Teacher Training Department in order that the college may render further service not only in helping students to secure better positions but to help them in every possible way professionally.

CERTIFICATION REGULATIONS

RENEWAL OF STATE STANDARD LIMITED CERTIFICATES

*(Issued by the Bureau of Teacher Education and Certification,
Sept. 1, 1938)*

1. At least twelve additional semester hours of credit are to be earned during each renewal period of three years, whether the certificate has been used for teaching purposes or not. This is the minimum rate by which the holder of a State Standard Limited Certificate may move toward the completion of an elementary degree curriculum.
2. If the holder of a State Standard Limited Certificate has taught one or more years, a rating score card is to be presented to the Department of Public Instruction for the years taught and a statement presented by the student, notifying the Department of the years not taught.
3. The responsible official of the college, from which the holder of the certificate expects to secure a degree, should certify on the transcript—or otherwise—that the twelve semester hours submitted to the Department of Public Instruction will be accepted by the institution as additional work toward the completion of the elementary degree curriculum. If work has been completed at more than one college, the student should have all

credits evaluated at the institution from which graduation is anticipated, making sure twelve semester hours will be acceptable in the elementary curriculum.

4. Wherever possible the superintendent, college officials, and the student involved should work out an agreement whereby all credentials—score cards, transcripts, certificate, and statement relative to teaching—will be sent to the Department in one enclosure.

**Validating for Use in the Elementary Field the College Certificate
Valid in Secondary or Special Fields**

"In accordance with the recommendations made to the State Council of Education, October 6, 1933, the following modification in the teacher preparation program provides for more adequate preparation in the elementary field for graduates of teacher preparation institutions who prepared specifically to teach the subjects of the secondary field and then decide to teach in the lower elementary grades. The following regulations have been approved:.....after October 1, 1936, thirty semester hours of approved courses in the field of elementary education including six semester hours of elementary student teaching shall be required."

These elementary courses should be selected from the following suggested approved list or equivalent courses:

Educational Measurements for Elementary Teachers	3 s. h.
Teaching of Elementary Science	3 s. h.
Elementary English (Teaching of Reading)	3 s. h.
Arithmetic (Teaching of Arithmetic)	3 s. h.
Principles of Geography (Teaching of Geography) or (United States History) (Teaching of Elementary Social Studies)	3 s. h.
Health and Hygiene in the Elementary School or Teaching of Primary Subjects	3 s. h.
Child Psychology	3 s. h.
Art in the Elementary School	2 s. h.
Music in the Elementary School	2 s. h.
Practice Teaching in the Elementary School	6 s. h.
Elementary Electives—	
Principles of Elementary Education	2 or 3 s. h.
Kindergarten-Primary Theory	2 or 3 s. h.
Civic Education	2 or 3 s. h.
The Elementary School Curriculum	2 or 3 s. h.
Elementary School Methods	2 or 3 s. h.

NOTE:—Geography of the Western Hemisphere may be taken by those who have used Principles of Geography for graduation in the Secondary Curriculum.

That paragraph two, page 10, under III. College—1. Provisional College Certificate of the booklet on certification which provides that "Such a curriculum will be approved when the six semester hours of prescribed electives are in the field of elementary education and the six semester hours of practice teaching are with pupils of elementary school age be deleted as of October 1, 1934."

Visual Education Regulations.

In line with the effort to make available approved courses in the use of visual aids and sensory techniques in classroom instruction and to encourage further the development of visual education in the public school, the State Council of Education approved the following regulation with respect to the preparation of teachers at its meeting of October 10, 1934:

"RESOLVED, That all applicants for PERMANENT teaching certificates on and after September 1, 1935, shall be required to present evidence of having completed an approved course in visual and sensory techniques."

History of United States and Pennsylvania—Required.

The following order was issued by the State Council of Education December 4, 1943:

"That subsequent to September 1, 1943, all permanent certificates issued by the Department of Public Instruction to teach in the public schools of the Commonwealth, shall, in addition to the present regulations, require a basic course in the history of the United States and of Pennsylvania.

And further, that subsequent to September 1, 1944, all certificates issued by the Department of Public Instruction to teach in the public schools of the Commonwealth, shall, in addition to the present regulations, require a basic course in the history of the United States and of Pennsylvania."

Where there is any question relative to the meaning or interpretation of Certification Regulations, the matter should be taken up with the Dean of Instruction previous to beginning class work.

Certification of Teachers of Classes for the Mentally Retarded.

A. A Certificate of standard grade valid for teaching the elementary subjects may be extended to include the teaching of classes for the mentally retarded on the completion of twenty-four semester hours of approved courses in special education in accordance with the following suggested distribution:

1. Courses Basic to All Special Certification: 6 sem. hrs.
*Psychology or Education of Exceptional Children
Diagnostic Testing and Remedial Teaching
Mental or Educational Hygiene
2. Courses Definitely Applicable to the Teaching of Mentally Retarded Children: 9 sem. hrs.
*Special Class Arts and Crafts (*6 sem. hrs.)
*Student Teaching in Classes for Mentally Retarded Children (1 sem. hr.)
*Special Class Methods
3. Special Class Electives: 9 sem. hrs.
Clinical Psychology
Abnormal Psychology
†Mental Tests (group)
Speech Correction
Mental Tests (individual)

Corrective Physical Education
Education and Vocational Guidance
Related Courses in Sociology

**Teaching Experience

Any excess in groups one or two may be applied in group three.

*Must be selected within these groups.

†Preferred Elective.

**Successful experience in teaching; in social service such as visiting teacher, probation officer, or social worker; in public health work such as school nurse, public health nurse, etc.; or in a psycho-educational or psychiatric clinic as psychological examiner or psychologist; may be counted to a maximum of six (6) semester hours at the rate of three (3) semester hours a year.

B. A college certificate valid for the secondary field may be extended to include the teaching of classes for the mentally retarded on the completion of thirty-six semester hours, including the distribution in groups one, two, and three, in section A, and twelve semester hours selected from group four, below:

4. Courses related to Elementary education which are basic pre-requisites for teaching Special Classes for the Mentally Retarded selected from the following or equivalent courses:

†Teaching of Reading.

†Teaching of Arithmetic

Art in the Elementary School

Music in the Elementary School

Health or Physical Education in the Elementary School

Educational Measurements

Principles of elementary education

Child Psychology

†Elementary School Methods

†The Elementary School Curriculum

Teaching of Elementary Social Studies

Children's Literature and Story Telling

†Preferred Electives

Notes:

Educational Psychology is a pre-requisite for the courses listed above.

In institutions approved for the education of teachers of special classes for the mentally retarded, students pursuing the four year elementary curriculum may elect the above courses in groups one, two, and three, and on the satisfactory completion of the elementary curriculum and the twenty-four (24) semester hours in this special field will receive certification in both fields. Such dual certification will require at least one additional summer session.

Certification of Speech Correctionists.

A certificate of standard grade may be validated for the services of speech correctionist on the completion of twenty-four semester hours of approved courses in speech correction in accordance with the following distribution:

1. Courses Basic to All Special Class Certification

Minimum Requirement 6 sem. hrs.

*Psychology or Education of Exceptional Children	3 s. h.
Diagnostic Testing and Remedial Teaching	3 s. h.
Mental Hygiene	3 s. h.

2. Courses Definitely Applicable to the Practice of

Speech Correction	Minimum Requirement 9 sem. hrs.
*Speech Problems	2 s. h.
*Speech Clinic (Including Clinical Practice)	2 s. h.
*Psychology of Speech	3 s. h.
Phonetics	2 s. h.
Special Methods in Speech Correction	3 s. h.
Speech Pathology	3 s. h.

3. Speech Correction Electives

Minimum Requirement 9 sem. hrs.

Clinical Psychology	3 s. h.
Mental Tests (group)	3 s. h.
†Mental Tests (individual)	3 s. h.
†Speech Clinic (advanced)	2 s. h.
Voice and Diction	2 s. h.

Any excess in groups one or two may be applied in group three.

*Must be selected within these groups.

†Preferred Electives.

In institutions approved for the education of "Speech Correctionists," students pursuing the four year elementary curriculum may elect speech correction as outlined above and omit specialization in kindergarten-primary, intermediate, or rural education. On the satisfactory completion of the basic elementary curriculum and seventeen semester hours in speech correction, the student will receive certification in the elementary field. On the satisfactory completion of the twenty-four hours in speech correction, the student will receive certification as a "Speech Correctionist."

IN-SERVICE EDUCATION OF TEACHERS

(Week-End Campus Classes)

This work is residence work so that all the facilities of the college, such as the library and laboratories, are available for the use of the students.

There is always the possibility of offering any course in any curriculum if circumstances permit. The offering is dependent upon two things; first the demand from teachers-in-service for the course and, second, the availability of the faculty instructor. As the member of the faculty conducting such a class receives no extra compensation it must be offered as a part of his regular teaching load. We, therefore, are limited to the offerings of those courses for which a member of the faculty is found available for the work after the regular schedule for the semester has been determined.

Any teacher in service who is interested in this plan will be fully informed by communicating with the Dean of Instruction. The course of study desired should be indicated.

The regular members of the faculty will teach the courses. A fee of six dollars is charged for each semester hour credit. In accordance with the certification regulations of the Department of Public Instruction six (6) semester hours per college semester is the maximum amount which may be taken by a regularly employed teacher.

Those desiring information relatives to enrollment should communicate and if possible have a personal interview with the Dean of Instruction, State Teachers College, Bloomsburg, Pennsylvania. Teachers-in-Service are urged to note carefully the following: (1) Before taking advanced work be sure that you are familiar with the State regulations covering the type of certification desired, and decide definitely the fields that you desire covered by your State Certificate. (2) Be sure that the work which you take will be accepted for certification by the Department of Public Instruction and that it will definitely advance your standing towards the certificate that you desire. In other words, make sure before you begin a course that it will be credited towards your certificate. (3) In case of doubt state your case to Dr. Henry Klonower, Director Teacher Education and Certification, Department of Public Instruction, Harrisburg, Pennsylvania.

THE LABORATORY SCHOOL FACILITIES OF THE COLLEGE

Those who are to become teachers should have ample preparation in teaching in typical school situations. Considerable attention has been given to enlarging and strengthening the training school facilities of the State Teachers College at Bloomsburg. The Benjamin Franklin School on our campus houses a kindergarten, special classes for the mentally retarded, and grades one to six inclusive. There is a training teacher in charge of each class, consequently, close supervision is given to the student teaching.

Student teaching in the secondary field is done in the junior-senior high schools of Bloomsburg and Berwick, and the high school of Danville. The complete cooperation of the school authorities of the towns of Bloomsburg, Berwick and Danville makes it possible to have a variety of adequate facilities for the training of teachers for the graded schools and secondary schools.

The elementary school training facilities, and the junior and senior high school training facilities of the college are typical of the public schools in our service area. The students, therefore, have ample opportunity to observe well-trained teachers at work and to develop skill in teaching by actual experience under public school conditions.

Elementary Education provides preparation in these special fields: Early Childhood Education, including Kindergarten, Grades One, Two, and Three; Intermediate Education, Grades Four, Five, and Six; and Rural Education for ungraded and consolidated schools. These special fields are administered by the Director of Teacher Training while the guidance of student teachers and instruction of children is supervised by the Director of Elementary Education.

The Special Class in the Benjamin Franklin School offers facilities for observation and student teaching of the Mentally Retarded. The student observes and works with children who range in age from eight to sixteen years, and whose physical and mental abilities may vary to an even greater extent.

The slow learning child acquires knowledge and information through his own experiences. Manual activities have a prominent place in the school program because they not only bring the satisfaction that results from having achieved some success but also because they provide a means for developing habits and attitudes of work which may prove helpful to the pupils when they are faced with the problem of earning a living. In many cases, through handwork, idleness in school is replaced by some worthwhile activity. In other cases an attitude of not belonging is changed into one of cooperation; and embarrassment and defeat no longer characterize the child.

The student teaching program in the secondary field includes the providing of opportunities for learning to teach the general fields of the junior-senior high school by actual teaching and observation under the supervision of specifically prepared training teachers. These general fields include: English, social studies, mathematics, the sciences, geography, and foreign languages. Training teachers in secondary education are selected on the basis of certification, through preparation to teach their respective subject matter fields, professional preparation to educate others to teach, and desirable personality factors. These specially prepared master teachers have, therefore, two responsibilities, one teaching children efficiently, the other guiding young men and women in learning to teach.

PROGRAMS FOR VETERANS

Bloomsburg, in recent years, has gained an enviable reputation in its educational programs for Servicemen and Veterans, largely because of the (1) size of the college, (2) character and experience of its faculty, (3) friendly spirit existing among students and college personnel, (4) assurance of individual attention, (5) refresher courses and individual tutoring (free of charge) to enrolled students, (6) easy accessibility, and (7) advisors in all departments.

The college is under contract with the Veterans Administration for the education of veterans of World War II. Persons desiring to teach have a choice of one of the four-year curriculums leading to the Degree of Bachelor of Science in Education in the fields of Business, Elementary, or Secondary Education.

Provision has been made for educational benefits for veterans of World War II under two acts of Congress. Public Law 346 provides for twelve months of education, plus the number of months of service, for those men and women who served at least ninety days in the active military or naval service subsequent to September 16, 1940. Public Law 16 applies to veterans with disabilities. If such disability was incurred in service subsequent to September 16, 1940, and resulted in a vocational handicap, the veteran is entitled to vocational rehabilitation to overcome the handicap. The vocational program, however, must not extend over more than four years.

Benefits under these laws apply to both part-time and full-time students.

Veterans will receive advice with respect to their benefits at the offices of the Veterans Administration located in Pittsburgh, Philadelphia, and Wilkes-Barre.

Credits for educational experiences while in the Armed Service may be granted by the college in accordance with the policies of the Board of Presidents of the State Teachers Colleges of the Commonwealth, and the regulations of the American Council of Education, as set forth in "A Guide to Evaluation of Educational Experiences in the Armed Forces."

Veterans interested in continuing their education under the G. I. Bill of Rights are cordially invited to visit the college and discuss their educational problems with the Dean of Instruction. If this is not convenient, veterans should write to the college for information and the necessary application blanks.

SUMMER SESSIONS

The summer session aims largely to meet the needs of the following groups:

- (1) Teachers-in-service qualifying for:
 - (a) Advanced state certification
 - (b) The Degree of Bachelor of Science in Education
 - (c) The Permanent College Certificate
- (2) College graduates qualifying for state certification through courses in education and student teaching.
- (3) Undergraduates qualifying for advanced standing or the removal of conditions.

The summer school of 1946 will consist of three sessions:

- (1) A pre-session beginning June 3.
- (2) A regular session beginning Monday, July 4.
- (3) A post session beginning Monday, August 5.

The work of the regular session will be scheduled so that one ninety-minute period per day, for five days per week, will constitute the work for a three semester hour course, except where adjustments for laboratory courses are needed. Six semester hours' credit is the normal load for a six weeks' session.

An opportunity for additional work will be provided this summer by a three weeks' post-session. The work of the post-session will be scheduled so that two ninety-minute periods per day for five days per week will constitute the work for a three semester hour credit course except where adjustment for laboratory courses is needed. Three semester hours is the normal load for the three weeks session.

An important feature of the regular summer session is the observation and demonstration school, which includes all the grades of the elementary schools, and a class of mentally retarded children. A skillful teacher is in charge of each grade. Here teachers may observe and have demonstrated for them desirable practices in modern teaching procedures.

A more detailed description of the 1946 summer school will be sent to you upon a request addressed to the Dean of Instruction.

STUDENT PARTICIPATION IN COLLEGE GOVERNMENT

A State Teachers College is a professional institution for the education of teachers for our public schools. The college, therefore, requires the maintenance of high standards in academic work, balanced programs of social and recreational activities and opportunities for the development of self-direction and leadership. The attainment of these objectives is aided by a sound health program, favorable study conditions, a good library, and supplementary social and recreational activities.

In general, these opportunities are provided through a broad program of college organizations and activities which are developed and controlled through the participation of the entire college in the Community Government Association. This organization, through the College Council, is the general control body for the various college activities. In accordance with the constitution of the Community Government Association, dormitory affairs are handled for women by the Waller Hall Association for Women and for men by the Waller Hall Association for Men. The activities of students not living in the dormitories are handled for the women by the Day Women's Association and for the men by the Day Men's Association. The detailed plans for student participations in college community life are presented in the Handbook, issued at the beginning of the fall semester each year under the direction of the College Council.

Community Government Association

The Community Government Association cooperates with the responsible authorities in promoting personal and group responsibility in regulating the affairs of all students. This body meets once a month. The College Council, which meets every two weeks, acts as the executive board of the organization. The officers of the association automatically become officers of the council. The College Council administers the affairs of the association, formulates its policies, and acts upon cases involving violations of the Community Government regulations.

Waller Hall Association for Women

The Waller Hall Association for Women is an organization of the women students living in dormitories and off-campus houses. Its administrative body is the Governing Board whose members are selected from each of the various classes. The Governing Board has the power to make and enforce regulations, to direct the social life of Waller Hall, and to promote the general welfare of all women students.

Day Women's Association

The Day Women's Association is an organization of women not living in the college dormitories. The governing body is an Official Board consisting of a President and Vice-President elected by the entire association, and two representatives from each class. Its purpose is to promote the general welfare of the day women and to cooperate with the other student organizations in matters affecting the general welfare of the institution. Headquarters have been provided on the first floor of Noetling Hall.

Waller Hall Association for Men

The Waller Hall Association for Men governs the resident men students efficiently. The governing body is composed of the President, the Vice-President, the Secretary, the Treasurer, and a Student Council. By means of this organization, the men cooperate with the administrative authorities in promoting personal and group responsibility.

Day Men's Association

The Day Men's Association is an organization of men students who live at home or in the town of Bloomsburg. The governing board consists of a President, Vice-President, Secretary, and Treasurer. Headquarters have been provided on the first floor of North Hall.

Assembly Programs

Assembly programs are presented each week in Carver Hall Auditorium. The students are largely responsible for the success of these programs.

The various college clubs present programs with a wide variety of entertainment. Visiting lecturers, visiting high schools, and members of the college faculty contribute at times to these programs.

EXTRA-CURRICULAR ACTIVITIES

All students are required to take part in one extra-curricular activity one semester each year. The students, for the most part, are eager to take this opportunity to train themselves in this important and interesting phase of modern school work. The extra-curricular work during the past year included the following:

Athletics

In addition to the required courses in physical education, men receive extra-curricular credit for football, basketball, track, cross country, wrestling, tennis, and baseball. Women receive extra-curricular credit for hiking, skating, playing volleyball, basketball, tennis, and baseball.

"B" Club

The "B" Club is an organization of women who have achieved a given number of athletic points.

Dramatic Club

The Dramatic Club provides a workshop for those who wish training in educational dramatics. It stages plays for college affairs and for the public. It has installed a chapter of Alpha Psi Omega, national honor dramatic fraternity.

Geographic Society

The Geographic Society promotes interest in geographic interpretation by talks on geography as observed in local communities or in travel, by illustrated talks on imaginary journeys, by accounts of current events interpreted from the geographic viewpoint, and by reviewing current literature.

Mixed Chorus

The Mixed Chorus numbers more than one hundred voices. Any student who possesses an acceptable singing voice may apply for a position in this organization. An audition is required.

A Cappella Choir

Any member of Mixed Chorus who possesses a good singing voice, and who has some ability in music reading may have an audition for the A Cappella Choir. Auditions are held at the beginning of each semester. Enrollment in the choir is limited.

Business Education Club

The Business Education Club, an organization composed of the students of the Department of Business Education, sponsors a Commercial Contest for high schools. Through this activity the high school students are acquainted with the type of the professional work being developed here. Contests are held in the major commercial subjects: bookkeeping, shorthand, typewriting, etc. Winners of the various contest events receive medals, while a Commercial Contest Cup is awarded to the high school having the best contest team.

Maroon and Gold Instrumental Musical Organizations

(a) Maroon and Gold Orchestra

The Maroon and Gold Orchestra fills an important place in the College life. Musical programs and entertainments are given. The Orchestra gives an annual public concert. Students with sufficient ability are urged to join this organization.

(b) Maroon and Gold Band

An excellent group of fifty-five members offers training in group and ensemble playing. The Band plays at all athletic functions and is organized on the basis of an extra-curricular activity. Students with musical talent will benefit by participating in this organization.

Social Usage Club

"Enjoy, as you learn," is a motto of the Social Usage Club, which offers the students an opportunity to improve their social abilities through discussion and practical experience. Club meetings include both preparation for and practice of dinners and other social functions.

Science Club

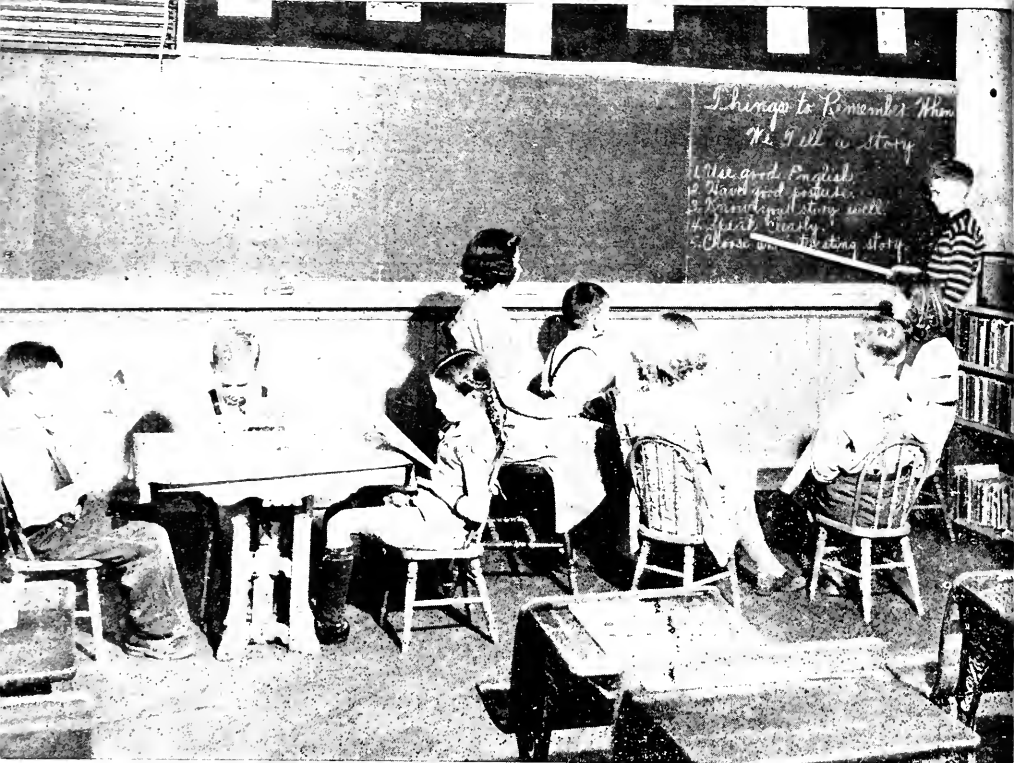
The Science Club consists of members of the student body who are interested in natural and physical science. Subjects for study and observation include topics dealing with history of the various branches of science, plant and animal life, geology and mineralogy, chemistry and physics. Theoretical and applied phases of these subjects receive equal consideration. Field trips often supplement reports on natural phenomenon.

Social Service Club

This organization is open to any girl in college who has a desire to be of service to others. It cooperates with such organizations as the Red Cross, Child Welfare Service, and the local hospital. Incidentally it affords opportunity for making excellent contacts outside the college.



COLLEGE LIBRARY



RURAL SCHOOL CHILDREN ENJOYING THEIR ENGLISH PERIOD



BUYING AND SELLING IN A LIFE LIKE SITUATION

The Poetry Club

This club is for a small discussion group interested in securing wider acquaintance with the fundamentals of poetry, and a broader appreciation through studying, writing, and reading.

Publications

The Maroon and Gold

The Maroon and Gold is the college paper, published weekly by a student staff. It aims to keep the student body informed of current happenings at Teachers College.

The Obiter

The Obiter is the Annual published each spring by the graduating class. It contains a review of the activities of the class, with cuts of campus, students, clubs, teams, etc.

The Bloomsburg Alumni Quarterly

The Bloomsburg Alumni Quarterly, published four times a year, purposes to keep the alumni informed of the activities and progress of the Alma Mater. It is sent to all alumni who pay the alumni fee of \$1.00 a year. This publication is available in the college library.

RELIGIOUS ACTIVITIES

Student Christian Association

The Student Christian Association is open to all men and women students of the college. It holds weekly meetings. It aims to develop the social and religious life of the college students.

Auditorium

Devotional services are held weekly in the chapel in connection with the assembly programs.

Local Churches

Students at Teachers College are cordially invited to attend services in the churches of Bloomsburg. Students attend Sunday School, Young People's Meetings, and sing in the church choirs.

PROFESSIONAL FRATERNITIES

National honorary and professional fraternities which foster and advance education ideals through scholarship, social efficiency, and moral development, are permitted to form chapters. There are five such fraternities on the campus.

Kappa Delta Pi (National Coeducational Honor Society in Education)

Kappa Delta Pi originated at the University of Illinois in 1909 as the Illinois Educational Club, and was incorporated June 8, 1911, under the laws of the State of Illinois as the Honorary Education Fraternity. On October 4, 1932, this title was changed to Kappa

Delta Pi, an Honor Society in Education, and so registered at the office of the Secretary of State at Springfield, Illinois. Both men and women, who have attained the college rating of junior or higher, and have a scholarship record in the upper quartile of the institution, are eligible for membership. Kappa Delta Pi is both an undergraduate and graduate society, now comprising more than one hundred and twenty-seven chapters with more than forty-eight thousand members. It has the unique distinction of having a Laureate Chapter composed of outstanding educators throughout the world, the intent being to make this in essence an academy of educators similar to the academy of science or academy of letters.

The Educational Forum, official magazine of the society, is issued quarterly. There are other publications of value—The Lecture Series and the Research Publications.

Phi Sigma Pi (National Honorary Educational Fraternity for Men)

The Phi Sigma Pi, a National Educational Fraternity, was founded at the State Teachers College, Warrensburg, Missouri, on February 14, 1916. The fraternity has 20 active chapters. The objective of the fraternity is to maintain a professional educational fraternity for men in teacher training institutions. The organization is based on high scholastic attainments and seeks to advance educational ideals, promote close fellowship, improve the training of teachers, and uphold just and efficient government. The Bloomsburg Chapter, Iota, has 30 active members, 6 faculty members, and 6 honorary members.

Alpha Psi Omega (National Coeducational Honorary Dramatic Fraternity)

Alpha Psi Omega, national honorary dramatic fraternity, was organized in 1922 at Fairmont State College, Fairmont, Virginia, to provide an honor society for those doing a high standard of work in college dramatics; and to secure for them the mutual helpfulness provided by a large national fraternity. At present there are 185 chapters located in colleges and universities in the United States and Canada. The Bloomsburg chapter, Alpha Omicron, was organized in March, 1928, and now has an alumni membership of 140.

Gamma Theta Upsilon (National Coeducational Honorary Geography Fraternity)

Gamma Theta Upsilon originated in the Geography Club of the Illinois State Normal University on May 15, 1931. Delta Chapter was organized by seven Junior and Senior members of the Geographic Society of Bloomsburg in October, 1931. The chapter now has 69 on the roll. Membership is limited to students making special preparation to teach geography. The purpose of this organization is to advance the professional study of geography both as a cultural discipline and a practical subject for study and investigation. A National Loan Fund to promote graduate study of geography has been established. The roster of chapters totals 15, representing eleven states and having a membership of eight hundred thirty-five.

Pi Omega Pi (National Professional Commercial Education Fraternity)

The organization of Pi Omega Pi was started in the spring of 1923 at the Northeast Missouri State Teachers College at Kirksville. Alpha Delta Chapter was installed at State Teachers College, Bloomsburg, on May 28, 1935. The Fraternity is composed of twenty-one chapters.

The aims of the fraternity are: (a) to encourage, promote, extend, and create interest and scholarship in Commerce. (b) To aid in civic betterment in colleges. (c) To encourage and foster high ethical standards in business and professional life. (d) To teach the ideal of service as the basis of all worthy enterprise.

AN ENRICHED PROGRAM OF STUDIES

Curriculums for the education of teachers should be constantly re-examined in terms of the needs of the public schools. An effort has been made to adjust the curriculum of the teachers colleges to meet these needs. In accordance with this policy, the Presidents of the State Teachers Colleges, with the approval of the Superintendent of Public Instruction, have rearranged the courses, thereby enriching the curriculums. The first two years of the rearranged curriculums will give the students a more thorough academic background.

The revised curriculums in the State Teachers Colleges have as their main objective, the reorganization of the sequential relationship of courses so that the professional work will be cumulative and progressive. There will be distinctly professional courses in the first year, more professional courses in the second year, and still more in the third and fourth years.

The following curriculums were inaugurated at State Teachers College, Bloomsburg, Pennsylvania, beginning September 7, 1937:

- (1) Four-Year Elementary Curriculum leading to the B.S. in Education, with college certification in (a) Kindergarten-Primary, (b) Intermediate, (c) Rural fields. The State Standard Limited Certificate may be issued at the end of three years if students make this decision at the end of their freshman year. This certification is valid for three years, during which time the twelve semester hours of advanced credit in the elementary field must be earned in order to renew it for three more years. This process is continued until the four-year requirement for the degree of B.S. in Education has been fulfilled at which time the College Provisional Certificate is issued.
- (2) Six semester hours, selected from the "Elective for Special Education" earned in addition to completing the Four-Year Elementary Curriculum may be used to certify a person as a Speech Correctionist or to teach Special Classes for the Mentally Retarded. This means that a person will be certified to teach in the elementary school, and at the same time certified as a Speech Correctionist or to teach adjustment, special, opportunity, or orthogenic classes in the elementary school.
- (3) Four-Year Secondary Curriculum leading to B.S. in Education, with college certification in two or more of the following fields: Aviation, English, Social Studies, Geography, Mathematics, French, Latin, Spanish, Science and Speech.
- (4) Four-Year Business Education Curriculum leading to the B.S. in Education, with opportunity to secure college certification in the following subjects: Bookkeeping and Accounting, Business English, Commercial and Economic Geography, Commercial Law, Commercial Mathematics, Economics, Junior Business Training, Office Practice, Salesmanship, Shorthand, and Typewriting. Retail Selling may also be chosen as a field for certification.

GUIDANCE IN CHOOSING A CURRICULUM

In order that entering students may have an opportunity to explore their interests and try out their abilities and aptitudes in the college situation a uniform curriculum for the first year is followed by those expecting to teach academic subjects in the Secondary and Elementary schools. Those expecting to teach commercial subjects in the Secondary schools also follow a uniform curriculum for the first year.

Following the first year's experience with courses in English, Speech, Geography, Science, Health Education, History, Appreciation of Art and Music, and Place and Purpose of Education in the Social Order (including School Visitation), the student is in a position to choose electives in either the Elementary or Secondary curriculums for the second year, basing his decision on his Freshman courses. After having completed courses in English, Speech, Health Education, Economic Geography, Place and Purpose of Education in the Social Order (including School Visitation) as well as courses in Bookkeeping and Accounting, Shorthand, Typewriting and Business Mathematics, the prospective commercial teacher is in a better position to choose either the Commercial, Accounting, Secretarial, or Retail Selling sequence depending upon his first year's experience.

During the Freshman year, to further inform entering students of the nature of the teaching profession, all students take an orientation course entitled "Place and Purpose of Education in the Social Order" (including school visitation). Classrooms of all types and levels are visited. In class, such topics are studied as: How to Study, How to Budget Time, Campus Services, Administrative Organization of the College, The Requirements and Possibilities of Teaching as a Profession, Self-Analysis to Determine Fitness for Teaching; all of which are consciously planned to help students to choose their curriculum at the beginning of the second year. Such guidance based on professional information and personal analysis is carried on by means of conferences by faculty members with individual students. Persons entering the teaching profession of the Commonwealth of Pennsylvania today must view themselves in the light of the mental, physical and social requirements and possibilities of a career as an educator.

At the outset of the Sophomore year, a second choice is necessary. If the Elementary Curriculum is chosen, a student may specialize in the Kindergarten-Primary, Intermediate, Rural, or Special Education Group referred to as Groups I, II, and III in other parts of this catalogue. If the Secondary Curriculum is chosen, two fields of specialization are selected from among the following: English, French, Latin, Social Studies, Speech, Mathematics, Science and Geography. If the Business Education Curriculum has been followed for one year, to continue one must choose a sequence from the following: Commercial (which certifies all in commercial subjects), Accounting, Secretarial, and Retail Selling.

Thus the specialized work of the last three years is based on one year of general preparation for the purpose of acquainting students with the nature of the teaching profession, and at the same time to aid in the prediction of the professional promise of teaching success. Following the first year, a change from one curriculum to another may be requested by the student or advised by the Dean of Instruc-

tion. This arrangement provides all students an opportunity to explore, try out, and counsel with the faculty while they are taking courses having a general bearing on the Elementary, Secondary, or Business teacher training situations before a curriculum for specialization is selected.

BASIC TWO YEARS OF THE ELEMENTARY AND SECONDARY CURRICULUMS

SEQUENCE OF COURSES SUBJECT TO CHANGE FOR ADMINISTRATIVE REASONS

First Semester

	Hours	
	Clock	Sem.
English I including Library	4	3
Science	3	3
Fundamentals of Speech	4	3
Biological Science I	3	3
Health and Physical Education I	3	1
Place and Purpose of Education in the Social Order	3	3
Appreciation of Music	3	2
	<u>20</u>	<u>15</u>

Third Semester

	Hours	
	Clock	Sem.
English Literature	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Health and Physical Education III	3	1
Electives	3	3
	<u>19</u>	<u>16</u>

Second Semester

	Hours	
	Clock	Sem.
English II	3	3
Principles of Geography	3	3
History of Civilization	4	4
Biological Science II	4	3
Health and Physical Education II	3	1
Appreciation of Art	3	2
	<u>20</u>	<u>16</u>

Fourth Semester

	Hours	
	Clock	Sem.
American Literature	3	3
Educational Psychology	3	3
Principles of Sociology or Prin. of Economics	3	3
Physical Science II	4	3
Health and Physical Education IV	3	1
Electives	4	4
	<u>20</u>	<u>17</u>

ELEMENTARY CURRICULUM

Fifth Semester

	Hours	
	Clock	Sem.
United States History before 1865 -----	3	3
Teaching of Reading -----	3	3
Music I -----	4	2
Art I -----	4	2
Curriculum in Arithmetic -----	2	2
School Law -----	1	1
Health and Physical Education V -----	3	1
Electives -----	2	2
	<u>22</u>	<u>16</u>

Sixth Semester

	Hours	
	Clock	Sem.
History of Pennsylvania -----	2	2
Teaching of English, including Handwriting -----	4	3
Music II -----	3	2
Art II -----	3	2
Health and Physical Education VI -----	3	1
U. S. History since 1865 -----	3	3
Electives -----	3	3
	<u>21</u>	<u>16</u>

Seventh Semester

	Hours	
	Clock	Sem.
Educational Measurements -----	2	2
Curriculum in Elementary Science -----	4	3
Visual Education -----	2	1
Children's Literature and Story Telling -----	3	3
Evolution of the American Public School -----	2	2
Ethics -----	3	3
American Government -----	3	3
	<u>19</u>	<u>17</u>

Eighth Semester

	Hours	
	Clock	Sem.
Student Teaching and Conference -----	18	12
Curriculum Materials, and Adaptation -----	4	3
	<u>22</u>	<u>15</u>

SECONDARY CURRICULUM

Fifth Semester

	Hours	
	Clock	Sem.
American Government -----	3	3
School Law -----	1	1
Educational Measurements -----	2	2
Health and Physical Education V -----	3	1
Electives -----	10	10
	<u>19</u>	<u>17</u>

Sixth Semester

	Hours	
	Clock	Sem.
History of U. S. and Pa. -----	3	3
Health and Physical Education VI -----	3	1
Problems of Secondary Ed. -----	2	2
Electives -----	10	10
	<u>18</u>	<u>16</u>

Seventh Semester

	Hours	
	Clock	Sem.
Evolution of the American Public School -----	2	2
Visual Education -----	2	1
Ethics -----	3	3
Electives -----	10	10
	<u>17</u>	<u>16</u>

Eighth Semester

	Hours	
	Clock	Sem.
Student Teaching and Conference -----	18	12
Curriculum Materials, and Adaptation -----	4	3
	<u>22</u>	<u>15</u>

SPECIALIZATION AND ELECTIVES IN THE ELEMENTARY CURRICULUM

1. Students enrolled in the State Teachers Colleges may qualify for the degree of Bachelor of Science in Education by satisfactorily completing the basic elementary four-year curriculum and twelve semester hours offered at the college at which the degree is to be conferred.

2. Students desiring to specialize in Early Childhood Education (nursery school, kindergarten, grades 1, 2, and 3), Intermediate Education (grades 4, 5, and 6), or Rural Education (grades 1-6 or 1-8) shall be required to complete satisfactorily the basic four-year elementary curriculum and meet the following specific requirements for the field of specialization desired.

a. EARLY CHILDHOOD EDUCATION

	Hours	
	Clock	Sem.
Early Childhood Education	3	3
*Student Teaching in grades below fourth	18	12
Curriculum Materials: Selection and Adaptation for Early Childhood Grades	4	3
	25	18

b. INTERMEDIATE EDUCATION

	Hours	
	Clock	Sem.
Teaching of American History and Government	3	3
*Student Teaching in intermediate grades	18	12
Curriculum Materials: Selection and Adaptation for intermediate grades	4	3
	25	18

c. RURAL EDUCATION

	Hours	
	Clock	Sem.
Rural School Problems	3	3
**Student Teaching under rural school conditions	18	12
Curriculum Materials: Selection and Adaptation to rural or in grades 1-6 or 1-8 under conditions approximating those in rural schools	4	3
	25	18

3. Electives may be chosen from the following:

	Hours	
	Clock	Sem.
Child Adjustment	3	3
Child Psychology	3	3
Diagnostic and Remedial instruction in Reading	3	3
Education for Family Living	3	3
Mental Hygiene	3	3
Safety Education	3	3
School Finance	2	2
Special Education	2	2
Teaching of Arithmetic	3	3
Red Cross First Aid Standard Courses and Advanced	30	2
Clinical Psychology (Variable Credit)		
Red Cross Home Nursing	3	1
Workshop		3
Education of Exceptional Children	3	3

and courses in academic fields and special curriculums approved at the college in which the student is registered: provided that to achieve a breadth of background not more than six (6) semester hours may be selected from courses listed above and not more than six (6) semester hours may be selected from any one academic field or special curriculum except that

- (a) Twelve (12) semester hours may be elected in Speech including Dramatics.
- (b) Students pursuing the Elementary Curriculum who may elect to specialize in Speech Correction, in Mental Retardation, or in any other phase of education for teachers of atypical children may take twelve (12) semester hours in courses related to these fields and in addition thereto may substitute courses in the field of specialization to a total of six semester hours for any two of the following:

Ethics	3	3
Curriculum Materials	4	3
Student Teaching	4	3

provided such substitution has the approval of the President of the College.

*Three semester hours of the twelve required may be observation and participation in other age levels of the elementary field.

**Three of the twelve semester hours required may be observation and participation in the Early Childhood Education or Intermediate Education divisions.

SPECIAL EDUCATION

(in Elementary Grades)

Special Education for Mentally Retarded

SPECIAL EDUCATION FOR MENTALLY RETARDED			Sem. Hrs.
			24
	Hours Clock	Sem.	
I. Required		15	
Psychology of Exceptional Children	3	3	
Diagnostic Testing and Remedial Teaching	3	3	
Special Class Arts and Crafts I	6	3	
Special Class Arts and Crafts II	6	3	
Student Teaching in Classes for Mentally Retarded Children	3	1	
Special Class Methods	3	2	
II. Electives			9
Education of Exceptional Children	3	3	
Mental or Educational Hygiene	3	3	
Clinical Psychology	3	3	
Abnormal Psychology	3	3	
Mental Tests (group)	3	3	
Speech Correction	3	3	
Mental Tests (individual)	3	3	
Corrective Physical Education	3	3	

Speech Correction

SPEECH CORRECTION			Sem. Hrs.
			24
	Hours Clock	Sem.	
I. Required		15	
Psychology or Education of Exceptional Children	3	3	
Diagnostic Testing and Remedial Teaching	3	3	
*Mental Hygiene	3	3	
Speech Problems	3	2	
Speech Clinic	4	2	
Psychology of Speech	3	3	
Phonetics	2	2	
II. Electives			9
*Mental Tests (Individual)	3	3	
*Speech Clinic II	4	2	
*Voice and Diction	2	2	
Clinical Psychology	3	3	
Mental Tests (Group)	3	3	

*Preferred electives.

Speech Elective

(For students in Elementary or Secondary Curriculum)

			Sem. Hrs.	
SPEECH (Minimum as first field) -----			21	
			Hours	
			Clock	Sem.
I. Required -----	3	3		
Fundamentals of Speech -----	3	3		
(Not counted as part of the eighteen (18) needed for certification)				
II. Required for Elective			Hours	
Field of Speech -----			Clock	Sem.
Interpretative Reading -----			3	2
Phonetics -----			2	2
Play Production -----			3	2
Speech Problems -----			3	2
			Sem. Hrs.	
III. Electives for the Field Speech -----			10	
			Hours	
			Clock	Sem.
Argumentation and Debate -----	2	2	Psychology of Speech -----	3 3
Community Dramatics and Pageantry -----	3	2	Speech Clinic I -----	4 2
Costuming and Make-up -----	3	2	Speech Clinic II -----	4 2
Creative Dramatics -----	2	2	Speech Pathology -----	3 3
			Stagecraft and Scenic Design -----	4 2
			Voice and Diction -----	2 2

DEVELOPMENT OF AERONAUTICS AT BLOOMSBURG

In the fall of 1940 the State Teachers College at Bloomsburg, Pennsylvania, was asked, along with approximately 600 other institutions of higher learning, to participate in the program of Civilian Pilot Training sponsored by the Civil Aeronautics Administration. This flight and ground school training for college men was on an extra curricular basis and was to form a reservoir of pilots in case an emergency developed in the United States. This emergency became a crisis December 7, 1941, and fortunately ready to meet this situation was a group of trained pilots, including 100 trained at Bloomsburg. Since that time over 900 men were trained at Bloomsburg for the Army and Navy as Service Pilots, Aviation Cadets, and Naval Flight Instructors.

The Department of Public Instruction announced in April, 1943, that the State Teachers College at Bloomsburg had been approved by the State Department of Public Instruction as the first institution to offer courses leading to a Bachelor of Science Degree in Education with specialization in the field of Aeronautics.

The field of aeronautics for teachers will include such courses as Theory of Flight, Navigation, Meteorology, Civil Air Regulations, Aircraft Engine Operation, Aircraft Communication, Climatology, History and Identification of Aircraft, Mathematics and Physics. Flight experience evidenced by a private pilot's license will be required to make college certificates permanent. Presenting the courses will be an aeronautics faculty composed of 12 people. This group holds a combination of ground instructor ratings totaling 30. These ratings are obtained by passing federal examinations conducted by the Civil Aeronautics Administration of the Department of Commerce and the examinations consist of 200 questions for each individual rating.

PRE-FLIGHT AERONAUTICS FOR HIGH SCHOOL TEACHERS

The College has instituted a four-year curriculum leading to certification of teachers in Aviation to instruct in the high schools of Pennsylvania in the field of Pre-Flight Aeronautics. Twenty teachers-in-service began this course during the past summer and will continue their courses toward certification.

Growing out of an active participation in the Aviation Program for college students and Army and Navy Flyers, which has offered an opportunity for over 1,000 young men and women to become airline personnel, teachers of pre-flight aeronautics, and combat pilots in the Army and Navy of the United States, the State Teachers College at Bloomsburg is planning to offer a specialized field in Aviation to pre-service secondary teachers.

DESCRIPTION OF COURSES FOR AERONAUTICS TEACHERS

Elective Arrangement in the Field of Aeronautics (Minimum in first field)				Sem. Hrs.
			Hours	24
			Clock Sem.	
I. Required			18	
Aviation Mathematics	3	3		
Aircraft Communication and Regulations	3	3		
General Service and Structure of Aircraft (including Gliders and Model Airplanes)	6	3		
Aerial Navigation	3	3		
Meteorology for Aviators	3	3		
Aerodynamics and Theory of Flight	3	3		
II. Electives			6	
Climatology	3	3		
Aircraft Engines	3	3		
History and Identification of Aircraft	3	3		
Commercial Air Transportation	3	3		
*Flight Experience (evidenced by Private Pilot's License) or equivalent	3	3		

*The following hourly fees are charged for flight instruction given by Columbia Aircraft Services at the Bloomsburg Municipal Airport:

	Dual	Solo
Piper Cub Trainers—65 Hp.	\$10.00	\$ 8.00
Piper Super Cruiser—100 Hp.	15.00	12.00
Fairchild Secondary Trainer—175 Hp.	18.00	15.00
Stinson—Seabee Cabin Airplanes—145 Hp.		
Minimum	18.00	15.00
Vultee Advanced Trainer—450 Hp.	22.00	22.00

The Bloomsburg State Teachers College will continue a course in Pre-Flight Aeronautics for secondary school teachers which was begun last year. On June 1, 1941, a letter was sent to Pennsylvania School Officials, by the Bloomsburg State Teachers College, announcing a class for teachers of Aeronautics. Later the Civilian Pilot Training Program developed plans for teachers to receive instruction along with Aviators being trained for the Army and Navy.

Bloomsburg State Teachers College organized the first class in the United States devoted exclusively to the instruction of teachers of Pre-Flight Aeronautics. The enrollment was limited to twenty. College instructors certificated by the National Government carried the first group through to a successful conclusion. A large number of these teachers returned to their high schools to begin teaching Pre-Flight Aeronautics in September, 1942. Others are now teaching Aviation at leading Universities and occupy positions on the staff of the Civilian Aeronautics Administration.

During the 1946 Summer Sessions, the college will continue classes for teachers of Pre-Flight Aeronautics on both the Primary and Advanced levels. These courses may be used as electives for the fields of Science, Geography, or Mathematics to meet the requirements for the Degree of Bachelor of Science in Education, and the College Provisional (or Permanent) Certificate.

Since the enrollment is limited, persons interested in Pre-Flight Aeronautics should make immediate reservations by addressing Dr. Thomas P. North, Dean of Instruction, State Teachers College, Bloomsburg, Pennsylvania.

DESCRIPTION OF PRE-FLIGHT AVIATION COURSES FOR ALL TEACHERS

Primary or Elementary Ground School Course 4 Sem. Hrs.

Will include: Civil Air Regulations; Elementary Meteorology; Air Navigation; General Service or Aircraft Instruments and Parachutes; Engines and Power Plants; and Theory of Flight.

Secondary or Advanced Ground School Course 6 Sem. Hrs.

Will include: Aerodynamics; Advanced Meteorology, and Navigation; with some attention to History of Aviation; Aircraft Engines; Use of Airway Communications and Lighting Aids; Theory of Flight; Flight Techniques; and Psychology of Flight Instruction.

These courses are to be paid for at the usual rate of \$6.00 per credit hour and may be applied in the fields of Mathematics, Science, and Geography for the purposes of meeting graduation and certification requirements. They may also be applied in other fields with the preapproval of the Dean of Instruction.

AREAS OF CONCENTRATION (ELECTIVE FIELDS) SECONDARY CURRICULUM

ENGLISH (Minimum as first field) -----				Sem. Hrs.	
Hours				24	
		Clock	Sem.	Hours	
				Clock	Sem.
I. Required -----			18	II. Electives -----	
English Composition -----	7	6		American Poetry -----	3 3
English and American Literature -----	6	6		18th Century Literature -----	3 3
English Philology -----	3	3		Contemporary Poetry -----	3 3
Advanced Composition -----	3	3		Essay -----	3 3
				Journalism -----	3 3
				Modern Drama -----	3 3
				Nineteenth Century Novel -----	3 3
				Modern Novel -----	3 3
				Pre-Shakespearean Literature -----	2 2
				Romantic Literature -----	3 3
				Shakespeare -----	3 3
				Short Story -----	3 3
				Victorian Prose and Poetry -----	3 3
				World Literature -----	3 3
FRENCH (Minimum as first field) -----				24	
Hours				Hours	
		Clock	Sem.	Clock	
				Sem.	
I. Required -----			18	II. Electives -----	
French I & II (Elementary) -----	6	6		French VII and VIII (Romantic and Realistic Movement in French Literature) -----	6 6
French III and IV (19th Century and Contemporary Prose and Poetry) -----	6	6		French IX (French Novel) -----	3 3
French V (Outline Course in French Literature) -----	3	3		French X (French Drama) -----	3 3
French VI (17th Century French History and Literature-Composition) -----	3	3		French Civilization -----	3 3

LATIN (Minimum as first field) -----24

	Hours		Hours
	Clock Sem.		Clock Sem.
I. Required -----	18	II. Electives -----	6
Virgil and Ovid -----	3 3	Roman Letters -----	3 3
Livy -----	3 3	Martial -----	3 3
Cicero and Tacitus -----	3 3		
Horace -----	3 3		
Plautus and Terence -----	3 3		
Roman Civilization -----	3 3		

SPANISH (Minimum as first field) -----24

	Hours		Hours
	Clock Sem.		Clock Sem.
I. Required -----	18	II. Electives -----	6
Elementary Spanish -----	6 6	Advanced Spanish Conver-	
Intermediate Spanish -----	6 6	sation -----	3 3
Introduction to Spanish		Commercial Spanish -----	4 4
Literature -----	3 3	Spanish-American Literature	6 6
Spanish Conversation -----	3 3	Contemporary Spanish	
		Drama -----	6 6

BIOLOGY (Minimum as first field) -----24

	Hours		Hours
	Clock Sem.		Clock Sem.
I. *Required -----	12	II. Electives -----	6
General Botany I (Flower-		Anatomy (Comparative) --	5 3
ing Plants) -----	5 3	Bacteriology -----	5 3
General Botany II (Non-		Ecology -----	5 3
flowering Plants) -----	5 3	Entomology -----	5 3
General Zoology I (Inverte-		Embryology -----	5 3
brates) -----	5 3	Field Botany -----	5 3
General Zoology II (Verte-		Field Zoology -----	5 3
brates) -----	5 3	Forestry -----	5 3
		Heredity -----	5 3
		Histology -----	5 3
		Ornithology -----	5 3
		Parasitology -----	5 3
		Physiology -----	5 3
		Plant Propagation -----	5 3

*In addition to Inorganic Chemistry I and II.

CHEMISTRY (Minimum as first field) -----24

	Hours		Hours
	Clock Sem.		Clock Sem.
I. *Required -----	18	II. Electives -----	6
Inorganic Chemistry I -----	6 4	Organic Chemistry II -----	5 3
Inorganic Chemistry II -----	6 4	Industrial Chemistry -----	3 3
Qualitative Analysis -----	7 3	Physical Chemistry -----	5 3
Quantitative Analysis -----	7 3	Biological Chemistry -----	5 3
Organic Chemistry I -----	6 4	Chemistry of Food and	
		Nutrition -----	5 3
		Photography -----	5 3

*In addition to Physics I and II, Botany I, and Zoology I.

PHYSICS (Minimum as first field) -----24

	Hours		Hours
	Clock Sem.		Clock Sem.
I. *Required -----	15	II. Electives -----	9
Physics I and II -----	12 8	Heat -----	5 3
Mechanics -----	5 3	Optics -----	5 3
Electricity and Magnetism	6 4	Sound -----	5 3
		Radio Communications -----	5 3
		Physical Measurements -----	5 3
		Astronomy -----	5 3
		Photography -----	5 3
		Modern Physics -----	5 3
		Aeronautics -----	6 4

*In addition to Chemistry I and II, Botany I, and Zoology I.

Note—Students specializing in Physics must demonstrate competency in mathematics. Such students are advised to elect mathematics as a second field.

Elective Arrangement in General Science.

- I. Thirty (30) semester hours in scientific fields shall be required as a minimum for specialization in the field of General Science, and shall include courses in Chemistry, Physics, Botany, Zoology, Earth Science, and Mathematics.**

MATHEMATICS (minimum as first field) -----24

	Hours			Hours	
	Clock	Sem.		Clock	Sem.
I. Required -----18			II. Electives -----6		
College Algebra -----	3	3	Applied Mathematics -----	3	3
College Trigonometry -----	3	3	Advanced College Algebra -----	3	3
Analytic Geometry -----	3	3	History of Mathematics -----	3	3
Differential Calculus -----	3	3	Synthetic Geometry -----	3	3
Integral Calculus -----	3	3	Spherical Trigonometry and		
Statistics -----	3	3	Navigation -----	3	3

SOCIAL STUDIES (Minimum as first field) -----24**A. Emphasis on History**

	Hours			Hours	
	Clock	Sem.		Clock	Sem.
I. Required -----16			II. Electives -----8		
History of Civilization -----	4	4	United States History -----	6	6
Principles of Economics -----	3	3	European History -----	6	6
Principles of Sociology -----	3	3	History of Pennsylvania -----	2	2
American Government -----	3	3	Social and Industrial History		
History of the United States			of the United States -----	3	3
including History of			Renaissance and Reforma-		
Pennsylvania -----	3	3	tion -----	3	3
			Contemporary European		
			History -----	3	3
			History of England -----	3	3
			History of Latin America -----	3	3
			History of the Far East -----	2	2

B. Emphasis on Social Science

	Hours			Hours	
	Clock	Sem.		Clock	Sem.
I. Required -----16			II. Electives -----8		
History of Civilization -----	4	4	Contemporary Economic		
Principles of Economics -----	3	3	Problems -----	3	3
Principles of Sociology -----	3	3	Municipal Government -----	3	3
American Government -----	3	3	Comparative Government -----	3	3
History of the United States			Evolution of Social Institu-		
including History of			tions -----	3	3
Pennsylvania -----	3	3	Rural Sociology -----	3	3
			United States History -----	6	6
			History of Pennsylvania -----	2	2
			Ethics -----	3	3
			Industrial Relations -----	2	2
			Introduction to Philosophy -----	3	3
			Social Problems -----	3	3

GEOGRAPHY (Minimum as first field) -----24

	Hours			Hours	
	Clock	Sem.		Clock	Sem.
I. Required -----18			II. Electives -----6		
Principles of Geography -----	3	3	Climatology and Meteorology		
Economic Geography -----	3	3	-----	3	3
Geography of U. S. and			Commercial and Industrial		
Canada -----	3	3	Geography -----	3	3
Geography of Latin America -----	3	3	Conservation of Natural		
Geography of Europe -----	3	3	Resources -----	3	3
Geography of Pacific Realm -----	3	3	Field Courses (to be ap-		
			proved) -----	3	3
			Physiography -----	3	3
			Trade & Transportation -----	3	3
			Geography of Australasia		
			and Africa -----	3	3
			Meteorology -----	3	3
			Geographic Influence in		
			American History -----	3	3
			Geography of Pennsylvania -----	3	3
			Geography of Asia -----	3	3

COURSES OF INSTRUCTION ELEMENTARY AND SECONDARY CURRICULUMS

EDUCATION

Adolescent Psychology

2 Sem. Hrs.

This course deals with adjustment and development between the ages of eleven and twenty. It is designed to establish a reliable basis for guidance and individualizing of education. Discussions deal with problems of interest, personality, learning, and social life of adolescents.

Child Adjustment

3 Sem. Hrs.

This is a course in mental hygiene applied to the problems of the elementary school child. Problems of adjustment relate to school, home, and community. Plans for child accounting are studied. Prerequisites: General and Educational Psychology.

Child Psychology

3 Sem. Hrs.

This course presents a general outline and application to some vital problems of child growth, learning, and adjustments. It is designed to establish a reliable basis for individualizing education. Problems of child play, motives, thinking, and social development are studied.

Curriculum Materials: Selection and Adaptation

3 Sem. Hrs.

This course deals with sources of material, classification of materials, and adaptation for class use. These materials include: printed materials in books, pamphlets and magazines; visual materials; object, and personal contributions. The emphasis is not on quantity but on organization of teaching units and adaptation to actual teaching situations.

Diagnosis and Remedial Instruction in Reading

3 Sem. Hrs.

This course is designed to familiarize students with technique of diagnosing reading difficulties, and of determining appropriate remedial treatment. Opportunity is given for observing and participating in procedures in the reading clinic.

Early Childhood Education

3 Sem. Hrs.

Includes a study of children's activities, ages two through eight. The development of children mentally, physically, socially and emotionally is stressed. Materials and activities used in this development are studied.

Educational Measurements

2 Sem. Hrs.

A consideration of the simpler statistical measures with particular emphasis on their application to classroom work is given. The principles underlying the construction of valid, reliable objective tests are examined, and practice is given in the making of classroom tests in the various fields of subject matter. A study is made of representative standardized tests. Some attention is given to the vocabulary of measurements.

Educational Psychology**3 Sem. Hrs.**

This course provides experience in observation and discussion of the principles involved in the learning process. Problems deal with motivation of learning, learning activities, intelligence testing, pupil control, case studies, and individualized instruction. There are class experiments to clarify and to apply to each of the problems of study.

Ethics**3 Sem. Hrs.**

A consideration of not only the historical development of Ethics but of the various phases of human behavior for the purpose of assisting prospective teachers to formulate higher standards of conduct. The professional ethics of teachers will be stressed.

Evolution of the American Public Schools**2 Sem. Hrs.**

The purpose of this course is to give the student an intelligent understanding of the evolution of elementary and secondary education in America from the Colonial period to the present. The relation of industrial and social changes to educational development is noted. Emphasis is placed on the development of education in Pennsylvania.

General Psychology**3 Sem. Hrs.**

This course considers the human body as a responding mechanism, subject to laws of cause and effect. It is designed to help students in understanding fundamental principles, and a vocabulary essential to further study of psychology. Experiments will be used for clarifying principles and for familiarizing students with psychological methods. Applications of psychological principles are made to human behavior in relation to social institutions, vocations, and everyday problems.

Guidance**2 Sem. Hrs.**

This course shows many problems of consulting and guidance work in the junior and senior high schools. Educational, social, and vocational guidance are emphasized. Some attention is paid to the meaning, scope, and method involved in the guidance movement.

Mental Hygiene**3 Sem. Hrs.**

This course emphasizes the need of a healthy mental state and a discussion of the processes necessary for the development of such a state in the individual. Personalities are analyzed and the different types of maladjustment are studied.

Parent Education**3 Sem. Hrs.**

This course aims to help teachers in their contacts with parents and community. This is practice in preparing talks and conducting conferences on topics as: School Law, The Changing Curriculum, Child Adjustment, Community Play Activity. Actual practice is given in guiding parents in their study of educational literature, and of the physical, social, and mental needs of school children.

Philosophy of Education**2 Sem. Hrs.**

The place of education in various well-known philosophies, the content of various educational philosophies, and the relation of form-college courses to these are studied. Each student is expected to formulate his own creed and belief of what constitutes modern education.

Place and Purpose of Education in the Social Order 3 Sem. Hrs.

This course deals primarily with the public school as a social institution. The major problems are: (1) how the school has come to hold a place of influence in society; (2) to examine the forces and agencies which determine the progress and direction of the school program; (3) to evaluate the place of the teacher in modern society; (4) to show the value of educational agencies outside of the public schools.

Problems of Secondary Education 2 Sem. Hrs.

This course deals with the development, organization, and problems of secondary education. It emphasizes the special functions of the junior high school. Much time is given to admission requirements, ability grouping, program of studies, departmentalization, plans of promotion.

School Law 1 Sem. Hr.

This course presents the most fundamental State and National laws which are directly applicable to our public school system. The practical rather than the technical is emphasized.

Student Teaching 12 Sem. Hrs.

Student teaching includes a liberal amount of actual participation by the student as the teacher in charge of a classroom. This actual teaching is generally preceded by observation of the work of regularly employed teachers, the planning of courses, units of work, and lessons. Eligibility for student teaching is a quality point average of 1.0 in at least 90 semester hours of the prescribed curriculum.

Teaching of Reading 3 Sem. Hrs.

To acquaint students with reading objectives, activities, and material for the elementary grades, and to lead them to realize the place and function of reading in a school program designed to meet present social conditions are the main purposes of this course. It affords an opportunity to meet the individual needs of each student.

Visual Education 1 Sem. Hr.

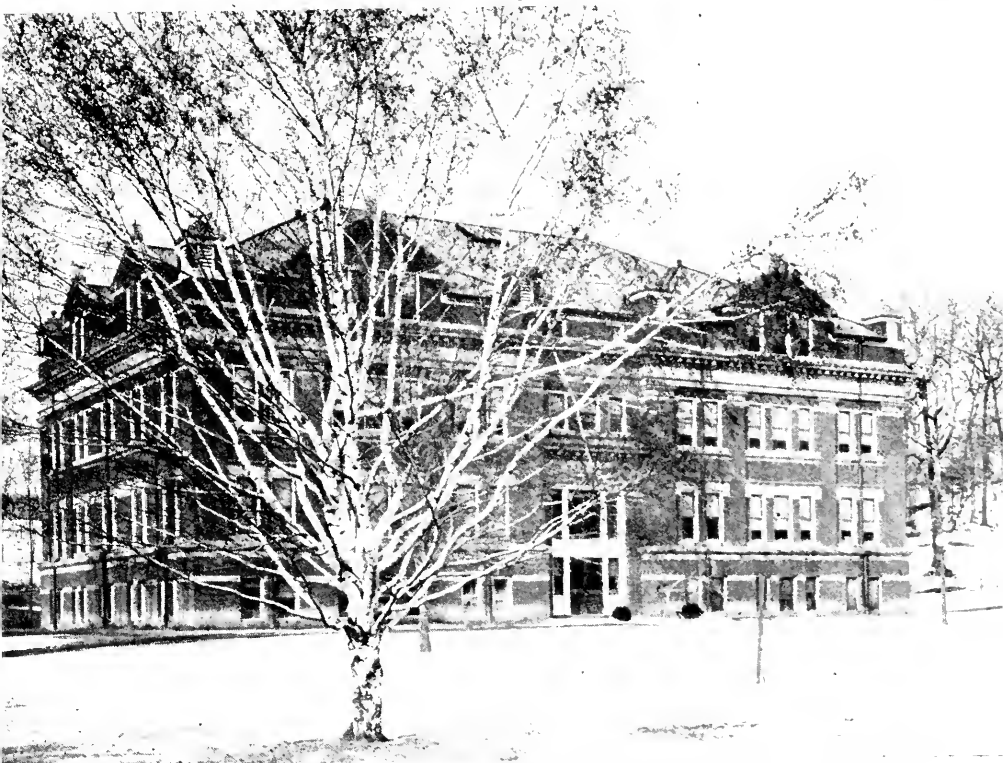
This is a course which considers the psychological principles underlying "Visual or Other Sensory Aids" and also studies the collecting and assembling of suitable teaching material.

Clinical Practice 3 Sem. Hrs.

It is the purpose of this course to provide practical experience in clinical procedure. Most of the experience is gained in the psychological division of the educational clinic. The work of the course consists, in the main, of the making of case studies, the administration of various tests, the use of clinical instruments, and the interpretation, recording, and reporting of findings. Intelligence tests, verbal and non-verbal, personality and interest inventories and tests of special abilities and disabilities are used. The student also gains some acquaintance with the work of the divisions of speech and reading of the educational clinic.



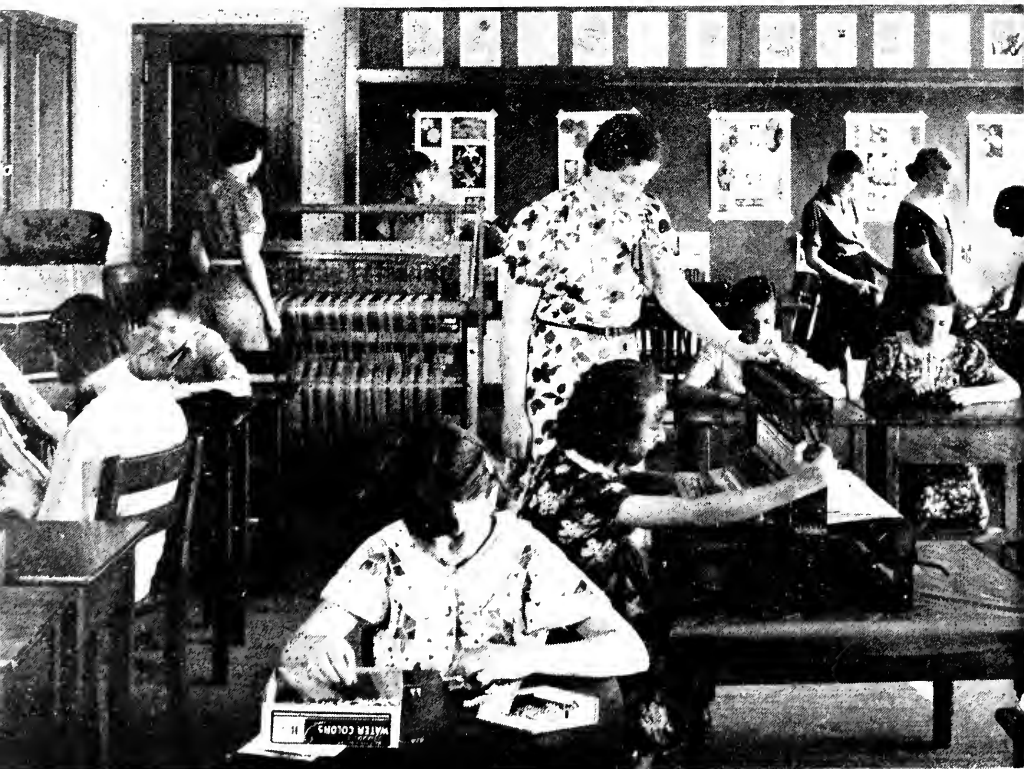
CARVER HALL ENTRANCE AND WORLD WAR I MEMORIAL



SCIENCE HALL, CLASSROOMS AND LABORATORY



PLAYGROUND SCENE



ARTS AND CRAFTS

ENGLISH

English Composition

6 Sem. Hrs.

The fundamentals underlying both spoken and written English and their application in paragraph writing are stressed in this course. Attention is given to the individual needs of the student in Freshman English. Ten lessons in the use of the library are supplementary to English Composition.

Fundamentals of Speech

3 Sem. Hrs.

This course is planned to acquaint the student with the organs of Speech and their action in the production of Speech sounds. Special emphasis is laid on the correction of phonetic speech disorders and the cultivation of a clear, pleasing, and well modulated voice. Practical application of techniques is made in the oral interpretation of prose and poetry, in brief talks and reports, and other speech activities.

English and American Literature

6 Sem. Hrs.

The first semester presents a survey of English literature which gives the student the background necessary for the enrichment of his ability to appreciate literature. In the second semester a survey of American Literature compares the artistic standards and lines of thought of the present with those of the past. This includes Pennsylvania's contribution. The aim is to give a fundamental knowledge and to develop appreciation in this field.

Advanced Composition

3 Sem. Hrs.

Current periodical literature is used as a source of contact with contemporary thought and with the methods and art of journalistic and literary writing. Such literary forms as are not touched upon in other courses in composition are studied here, and some writing is attempted in these forms according to the interest and talent of the individual writer.

English Philology

3 Sem. Hrs.

This course gives a knowledge of and creates an interest in current word usage through a careful study of past and present trends in language development.

Children's Literature

3 Sem. Hrs.

To present standards for selecting literature for children, to give suggestions for teaching literature to children, to acquaint the student with new material in this field, to enable him to evaluate this material in the light of established standards and contemporary trends are the aims of this course.

Contemporary Poetry

2 Sem. Hrs.

This course is designed to furnish a pleasant and profitable introduction to recent poetic movements through lectures, class discussions, and reading in the works of the poets.

Journalism**3 Sem. Hrs.**

This course gives the prospective adviser of a school publication theoretical knowledge and practical experience in production and sponsorship. It provides practical experience on college publications with the limits of the individual student's interest and ability. Limited attention is also given to contracts between commercial journalism and the teacher.

Modern Drama**2 Sem. Hrs.**

This course is a study of modern drama beginning with the plays of Ibsen. It stresses the art and thought of the representative writers for the stage: British, Continental, and American. Special emphasis is given to Ibsen, Shaw, and O'Neil.

Modern Novel**3 Sem. Hrs.**

How the reading of modern novels may combine entertainment and a serious study of present-day living is the main consideration of this course. Attention is also given to the current novel as a development art form.

Nineteenth Century Novel**3 Sem. Hrs.**

The humor and moral idealism represented in the several basic currents of nineteenth century fiction are considered as sources of entertainment and as a revealing perspective to contemporary literature. American, English, and European novels are read. The course is complete in itself and also provides a useful background to the course in the modern novel.

Pre-Shakespearean Literature**2 Sem. Hrs.**

Among the works studied in this course are the following: Beowulf, the Prologue to the Canterbury Tales along with several of the Tales, selections from Morte d'Arthur, Utopia, selected passages from the Faery Queen, and representative early English dramas.

Romantic Literature**3 Sem. Hrs.**

This course centers around the works of the great writers of the Romantic period: Burns, Wordsworth, Coleridge, Byron, Shelly, Keats, Scott, and Austen. Study reflects the life and thought of this important period.

Shakespeare**3 Sem. Hrs.**

An appreciative knowledge of Shakespeare is developed through the intensive study of some of his greatest plays and the outside reading of others. The number of plays included is determined by the class and the time.

Short Story**3 Sem. Hrs.**

This is an introduction to the French, Russian, English, and American short story, with particular emphasis on the American. Representative stories are studied in class, and others read outside. Attention is given to evaluating the merit of stories and compiling appropriate lists for teaching. Those interested in story writing are permitted to substitute an original story for part of the supplementary reading.

Teaching of English and Handwriting 3 Sem. Hrs.

Emphasis is placed on the content of courses in English as taught in the Elementary grades, on methods of teaching oral and written composition, principles of grammar, poetry, and literature. The pedagogical equipment essential to a teacher of handwriting together with demonstration lessons to show its application completes the work.

The Essay 3 Sem. Hrs.

In this course the various sources of the essay are investigated and the lines of development carefully noted. Illustrative examples from the literature of the most important nations are studied. These examples include the following types of essays: personal, descriptive, character sketch, critical, editorial and reflective. Special attention is given to the modern American essay.

Victorian Prose and Poetry 3 Sem. Hrs.

Through a somewhat intensive study of representative works of Ruskin, Carlyle, Tennyson, and Browning, this course gives the student a comprehensive knowledge of the life and various important movements of the age as these find expression in its literature.

World Literature 3 Sem. Hrs.

The material consists of selections from the literature of Continental Europe and the Orient, chronologically presented in English translation. The purpose is to examine the author's thoughts rather than his style, and to trace consistent traditions in literature and life from ancient times to the present. Basic problems in the history of literary criticism and appreciation are also outlined.

FRENCH**Intermediate French III and IV** 6 Sem. Hrs.

The course gives a thorough review of French syntax; vocabulary building; phonetics; translation; reading for comprehension without translation.

Seventeenth Century French Literature 3 Sem. Hrs.

A study of the drama and of various types of literature of this period is presented, readings from Corneille, Racine, Moliere, and LaFontaine are used.

Romantic Movement in French Literature 3 Sem. Hrs.

French Literature of the first half of the nineteenth century; reading from Chateaubriand, Lamartine, Hugo, Musset, and Balzac.

Realistic Movement in French Literature 3 Sem. Hrs.

French Literature after 1850; A study of the literary movements in France after the decline of Romanticism. Selected works from outstanding dramatists and novelists are used as texts.

Outline Course in French Literature 3 Sem. Hrs.

This is a general course in French Literature from its beginning to the present time. Lectures and assigned readings are given.

French Novel**3 Sem. Hrs.**

This survey course traces the development of the French novel; readings from Lesage, Marivaux, Mlle. deScudery, Rosseau, Vigny, Voltaire, Balzac, Zola, and Loti are used.

French Drama**3 Sem. Hrs.**

A study of the history of French dramatic literature; reading from Beaumarchais, Marivaux, Corneille, Racine, and Hugo are included in the course.

Advanced Composition and Teaching of French**3 Sem. Hrs.**

A review of syntax with practice in composition; a survey of the general principles of phonetics and methods of teaching French are offered in this course.

LATIN**Virgil and Ovid****3 Sem. Hrs.**

This course based on reading from the Aeneid and Metamorphoses, includes a review of Latin case structure and syntax. Emphasis is placed on developing correct habits of reading and translation.

Livy**3 Sem. Hrs.**

A study of the historical problems connected with this period of Roman History is made. Books I, XXI, and XXII are used in texts.

Cicero and Tacitus**3 Sem. Hrs.**

DeSenectute and De Amicita, together with selections from Agriкола, are studied.

Horace**3 Sem. Hrs.**

This course is designed to acquaint the students with the principles underlying Latin versification.

Plautus and Terence**3 Sem. Hrs.**

The Captives by Plautus and Phormio by Terence are used as a basis for the study of Latin comedy.

Roman Civilization**3 Sem. Hrs.**

The family, organization of society, marriage, dress, education, amusements and politics of the Romans are studied.

Roman Letters**3 Sem. Hrs.**

Selections from the letters of Cicero and Pliny the Younger.

Martial**3 Sem. Hrs.**

Selections from Martial's Epigrams.

SPANISH**Elementary Spanish I & II** 6 Sem. Hrs.

For students who have had no Spanish. Pronunciation, grammar, dictation, and graded readings.

Intermediate Spanish III & IV 6 Sem. Hrs.

Prose Composition, readings, grammar, and conversation.

Commercial Spanish 3 Sem. Hrs.

Practice in Spanish commercial correspondence, with assignments in background reading.

Survey Course in Spanish Literature 3 Sem. Hrs.

A study of literary movements in Spain, with readings from representative writers.

Survey Course in Spanish-American Literature 3 Sem. Hrs.

A study of literary movements in Spanish America, with readings from representative authors.

Advanced Composition and Conversation 3 Sem. Hrs.

Oral and written composition; discussion in Spanish of assigned topics.

GEOGRAPHY**Climatology and Meteorology** 3 Sem. Hrs.

This course is designed to develop an appreciation of our atmospheric environment and to emphasize climatic influence on man's activities. Elements of weather and climate are observed and studied.

Commercial and Industrial Geography 3 Sem. Hrs.

This is an interpretative survey of the commerce and industry of the United States in relation to other regions of the world. Geographic conditions affecting industry, production, and commerce of the world; developments and relations of commercial areas to location and availability of resources and to markets are the chief aims of the course.

Conservation of Natural Resources 3 Sem. Hrs.

This course gives the student a broader concept of our natural resources. Major governmental projects, our minerals, water resources, plant resources, soil, and numerous other resources are studied.

Economic Geography 3 Sem. Hrs.

This is a general course dealing with the economic commodities of various countries of the world from a regional viewpoint. An analysis of the economic principles and geographic factors of our modern environment is given careful consideration.

Geography of Europe 3 Sem. Hrs.

A careful study is made of the various countries of Europe. The physical-political approach is used to understand the present economic factors which make the Europe of today.

Geography of Latin America 3 Sem. Hrs.

A regional study is made of South America, Mexico, and Caribbean Lands. Special emphasis is given to regional differences and similarities. Latin American relations with other nations, especially the United States, are stressed.

Geography of the Pacific Realm 3 Sem. Hrs.

Special emphasis is given to a description and interpretation of the major regions of Asia, Africa, and Australia. Relationships between regions and between the Orient and the Western world areas are stressed.

Geography of the United States and Canada 3 Sem. Hrs.

This is a regional study of the two countries. Special emphasis is given to the physical and economic conditions. Current issues are discussed.

Physiography 3 Sem. Hrs.

This is a systematic study of land forms, their changes, and their influences on man. The content of this course is basic for the study of regional courses in geography.

Principles of Geography 3 Sem. Hrs.

This course is organized to give a foundation for further geographic study. The units of earth relations, weather, climate, maps, land forms, inland bodies of water, oceans, soils, and vegetation are treated as bases for interpretation of earth regions.

Trade and Transportation 3 Sem. Hrs.

This course is designed to give a better understanding of the relationships which exist between the major countries of the world relative to our trade and transportation. The course analyzes and compares chief channels of trade, factors involved and principles underlying commerce between nations, means of transportation, and commodities entering into world trade.

MUSIC**Music I** 2 Sem. Hrs.

Planned to prepare the regular grade teacher to teach her own music in the first three grades under supervision. It includes the study of suitable rote songs, the acquaintance with reading material, and oral and written ear training. The best practical methods known are discussed and used in presenting the material.

Music II 2 Sem. Hrs.

A continuation of Music I, progressing into the more difficult material. A singing of two- and three-part music is one of the accomplishments of this course. It is especially designed to prepare and assist the regular grade teacher to teach her own music under supervision in grades IV, V, and VI.

Appreciation of Music**2 Sem. Hrs.**

An opportunity is given to listen to the best music in its different forms. Attention is given to the development of music through the ages along with interesting information concerning the greatest composers and artists. Ways and means of developing appreciation are studied.

HEALTH AND PHYSICAL EDUCATION**Health Education I and II****4 Sem. Hrs.**

This course continues throughout the Freshman year. One period per week is given to Personal Hygiene which includes health habits and development of the various systems of the body. Three periods per week are given to Physical Education in which the following activities are taught: basketball, hockey, fencing, soccer, touch football, apparatus, folk dancing, relays, tumbling, volley ball, archery, mush ball, tennis, boxing, and wrestling.

Teaching of Health**2 Sem. Hrs.**

This course is devoted to the health of the elementary school child, emphasizing his growth, development, and education in wholesome health ideals, attitudes, and habits. Methods of presenting the material given in the State Course of Study are stressed.

ART**Art I****2 Sem. Hrs.**

The purpose of this course is to acquaint students with various media; and to give practice in drawing, lettering, poster making, creative designing, and the use of color.

Art II**2 Sem. Hrs.**

This course is designed to provide actual experience in the selection and development of problems suitable for elementary art education; paper and cardboard construction, modeling, and carving. Emphasis is placed upon the integration of art with other elementary school subjects.

Art Appreciation**2 Sem. Hrs.**

This course aims to develop sound aesthetic judgment; appreciation of good design in clothes and in home decoration. Emphasis is placed on the elements and principles of art as an aid to the student in recognizing and enjoying works of art.

MATHEMATICS**Analytic Geometry****3 Sem. Hrs.**

This course stresses the development of meaning in the point, the line, and the plane; coordination as a means of picturing a mathematical function, a visual understanding of the various conics, ability to develop the formulas that usually go with the first course of analytics and their application to the same.

Applied Mathematics**3 Sem. Hrs.**

In this course, the need and place of mathematics in science and industry is stressed. This aim is accomplished by a study of the practical applications of graphical methods, trigonometry, algebra, and analytic geometry. A summarization of elementary mathematics is made and the way opened for later specialization.

Curriculum in Arithmetic**2 Sem. Hrs.**

To acquaint the teacher with the history, philosophy, sociology, and psychology underlying the pedagogy of number learning is the aim of this course. Methods of teaching, number understanding, and processes are developed in harmony with the most dependable experimentation in this field.

Calculus I and II**6 Sem. Hrs.**

This course develops the idea of the social and scientific values of calculus, the idea of infinitesimal changes in time and space and their graphical representation. It also develops the necessary mathematical skills to compute these changes. Differentiation and integration as correlative processes of the same type of thought is carried throughout. Differential equations are introduced.

College Algebra I**3 Sem. Hrs.**

This course extends the skills of secondary algebra to cover the ordinary phases of college algebra. The ideas of mathematical induction, development of ability to think in terms of abstract symbols, and seeing algebra as an integrating factor in all mathematics are included.

College Algebra II**3 Sem. Hrs.**

The aims of this course are the same as those of Algebra I, the difference being only a matter of extent of the skills achieved and their application to the resulting broader fields.

College Trigonometry**3 Sem. Hrs.**

The stress in this course is on the application of knowledge of ratios through similarities making functions meaningful, the uses of Algebra in the field of trigonometry, formula development and application, triangular solutions in all their phases, perfection of abilities in exponentials and logarithms and their application to problems.

History of Mathematics**3 Sem. Hrs.**

A knowledge of the struggles through which mankind has gone in his development of mathematical thought and skills is acquired. Treatment is also given to the necessity of mathematical thought in social development, mathematics as a social science, the biographical and problematical phases of mathematical growth, appreciation of relationship of mathematics to all phases of science, industry, art, and culture.

Spherical Trigonometry and Navigation

This course includes a study of the Geometry of the earth including the solution of right and oblique spherical triangles with emphasis on their application to air and sea navigation, piloting, dead reckoning, radio and celestial navigation.

Statistics**3 Sem. Hrs.**

This course develops the ability to read with understanding tables of statistical matter, interpretation and creation of tables and graphs of statistical data, computation and interpretation of central tendencies and deviations, the application of the ordinary skills of statistics in the fields of physical and social science, psychology, and education.

Synthetic Geometry**3 Sem. Hrs.**

This course coordinates and extends the skills in geometry, presents some of the world's problems in geometry, develops ability to make constructions of a higher order than that done in other fields of mathematics. The method of proof is extended to cover all those usually employed on mathematics.

Teaching of Secondary School Mathematics**3 Sem. Hrs.**

This is an over-view of mathematics in the light of the needs of secondary schools, curriculum tendencies and needs, and unit construction. Coordination of mathematics, methods, mathematical experimentation, diagnosis, and remedial instruction are treated.

SCIENCE**Astronomy****1 Sem. Hr.**

Descriptive astronomy is given with the mathematical phases of the subject generally omitted. The various elements of the solar system, their physical characteristics and motions, the interesting phenomena of our galactic system, and those of extra-galactic space, together with study of constellations are the main considerations.

Bacteriology**3 Sem. Hrs.**

This course presents the representative forms. The importance of bacteria in general from the standpoint of health and disease, economic processes, and importance are stressed. In the main non-pathogenic forms are used for the laboratory work.

Biological Science I and II**6 Sem. Hrs.**

The fundamental principles and theories of general biology are presented in this course. It deals with the function of the cell, adjustment of the living organism to environment, the nervous system, and endocrine secretions. A seasonal survey of plant and animal life through a study of local forms is given. Heredity and evolution are included. Students specializing in biological science may substitute Botany and Zoology for these courses.

Botany I and II**6 Sem. Hrs.**

A study is made of the plant biology with laboratory based upon the structure and function of the plant body parts of the angiosperms, the root, stem, leaf, bud, flower, seed, together with interesting variations of these. The evolution and economic importance of these plants are considered. The thallophytes, bryophytes, pteridophytes, and gymnosperms of the spermatophytes are the sources from which the subject material is drawn. The variations in structure and physiology and their meaning together with the economic importance and evolution of these plants are stressed.

Chemistry I and II (Inorganic) 8 Sem. Hrs.

The lectures and demonstrations deal with fundamental theories and laws of chemistry. Common non-metallic elements and their compounds are included. The laboratory experiments are designed to acquaint the student with the properties of the principal elements and their compounds. It includes the study of metals and their compounds and an introduction to carbon compounds.

Qualitative Analysis 3 Sem. Hrs.

This general course in qualitative analysis deals with the systematic separation and identification of the more common metals and acids. It includes a study of the application of the theories of General Chemistry, ionization theory, mass action law, and the principles of chemical equilibrium to qualitative analysis. Prerequisite: Inorganic Chemistry.

Quantitative Analysis 3 Sem. Hrs.

This is a study of the fundamental principles of gravimetric and volumetric analysis with laboratory practice in the preparing and standardizing of solutions, and the analysis of a variety of substances by the volumetric and gravimetric methods, including the part played by the indicators. Prerequisites: Inorganic and Qualitative Chemistry.

Comparative Anatomy 3 Sem. Hrs.

This course is based on lectures and laboratory work. The forms studied in the laboratory dissection are selected from the vertebrates; they are amphioxus, dogfish, necturus, and mammal.

Curriculum in Elementary Science 3 Sem. Hrs.

A survey is made of the elementary science programs in representative schools of the United States. A thorough study is made of the Pennsylvania State Course of Study. The principles of selection as well as the preparation and use of demonstration materials in teaching elementary science are studied. The organization and supervision of Audubon clubs, flower clubs, and other nature clubs are presented.

Ecology 3 Sem. Hrs.

A study is made of the plant and animal associations, distribution and environmental factors, population equilibrium, habitat, types, and methods of conservation.

Embryology 3 Sem. Hrs.

This course, based upon the frog, chick, and pig, demonstrates the principles of vertebrate embryology. The work includes laboratory studies of the histology of adult reproductive organs, development and maturation of sex cells, segmentation, development of the germ layers and organs, and the formation of the external form of the body.

Entomology 3 Sem. Hrs.

A general study is made of insects, including structure, physiology, economic importance, classification, and relationships. Each student is required to participate in field trips and complete a project including the collection and special report on some group of insects.

Genetics 3 Sem. Hrs.

This course is a study of the mechanism and principles governing heredity. Emphasis will be placed upon the inheritance of human mental and physical traits. No laboratory work.

Geology 3 Sem. Hrs.

The subject matter of this course with field work includes the recognition of the various land and water forms, and the elements of these; how these came to be, the forces and conditions responsible for them, their probable fate in the future, together with their effects upon the economy of the present. The historical phases of the subject are amply stressed.

Heat 3 Sem. Hrs.

This is a course that embraces the measurements of heat, expansion, heat engines, the relation of heat and work, and other related topics.

Histology 3 Sem. Hrs.

A course in which the various tissues and organs of the human body are studied from the viewpoint of their structure. Enough of function is included to give added meaning to the work. In all instances where the structure or function of the human tissue can better be understood from other animal tissues, such use is made. The technique of preparing the materials used is given special attention, the student in the main preparing his own slides. The work throughout is based on laboratory studies.

Hydrostatics 3 Sem. Hrs.

A study is made of the fundamental laws of fluids at rest, also of the machines based on these laws.

Industrial Chemistry 3 Sem. Hrs.

This course is a study of fundamental principles of chemistry as used in selected industries. The operating efficiency, chemical manufacture, equipment used, methods of attacking new problems, and organization of reports are studied. Each student will select a special problem from some one industry. Prerequisite: Physical Chemistry.

Magnetism and Electricity 4 Sem. Hrs.

A study is made of magnetism, direct and alternating current, and the elementary theory of electron tubes and their applications.

Mechanics 3 Sem. Hrs.

This is a course in general mechanics treating in more detail the subject as presented in Physics I.

Modern Physics 3 Sem. Hrs.

This is a study of the recent developments in physics with emphasis on X-rays and crystal structure, models of the atom, radioactivity, artificial transmutation, electron tubes, and the cosmic ray.

Organic Chemistry**4 Sem. Hrs.**

This is a general introductory course in organic chemistry including a systematic study of the more important compounds of carbon, and their occurrence, laboratory preparation, reactions, relations, and uses. Prerequisite: Inorganic Chemistry.

Physical Chemistry**3 Sem. Hrs.**

The subject matter of this course includes: gases, liquids, solids, chemical equilibrium, reaction velocities, solutions, catalysts, ionization, elements of thermo-chemistry, and the application of the phase rule. Prerequisites: Chemistry 1, 2, 3; Physics 1, 2, and Math. courses including Calculus.

Physical Science I and II**6 Sem. Hrs.**

This is a survey presented from the standpoint of appreciation rather than the mastery of a group of facts. The aim is to make the student aware of the natural forces through the physical interpretation of everyday phenomena; and to show how the discoveries of science have changed our ways of living and thinking. The lecture-demonstration method is used. Material is largely selected from the fields of astronomy, physics, chemistry, and earth sciences. Students specializing in Physical Science may substitute Physics and Chemistry for these courses.

Physics I**4 Sem. Hrs.**

This is an introductory course in mechanics, sound, and heat. Fundamental principles and their applications are developed through lecture, demonstration, and individual laboratory work.

Physics II**4 Sem. Hrs.**

A continuation of Physics I, deals with the phenomena and principles of magnetism, electricity, and light. Lectures and recitations are supplemented by individual laboratory work.

Physiological Chemistry**3 Sem. Hrs.**

This course deals with the fundamental principles involved in the physiological manifestations of life. A study of physico-chemical constitutions of living matter, surface tension, diffusion, osmotic pressure, electrolysis and ionic concentration, and the significance of colloidal states is made. Prerequisites: Chemistry 1, 2, 3, Organic Chemistry, and Physics 1, 2.

Physiology**3 Sem. Hrs.**

This is a course in human physiology based on laboratory work. Anatomy and histology are injected to make the work meaningful. In the course the following are stressed: studies of the supporting tissues, muscles, nervous system, the circulatory system, respiration, digestion, excretion, reproduction, and the voice.

Sound**3 Sem. Hrs.**

This is a study of the nature and general phenomena of sound waves. The course includes a survey of the scientific basis of music and the operation of musical instruments.

Zoology I and II**6 Sem. Hrs.**

This is a course based upon lecture and laboratory work. The forms studied are selected from the protozoans, the invertebrates and the vertebrates, the frog being the typical form selected from the latter. The study of these forms is based upon morphology, physiology, and development with the implications of variations of these. The ecology and evolution of these forms, together with their places in the economy of man are also included.

SOCIAL STUDIES**American Government****3 Sem. Hrs.**

This course presents the basic principles of American government, the Constitution of the United States, the machinery through which it is implemented, and some of its major problems. In the study of federal, state, and local governments attention is given to current problems.

Civic Education**3 Sem. Hrs.**

This course gives the student a program for citizenship preparation in the elementary school which includes a basic outline for character education.

Economics**3 Sem. Hrs.**

The fundamental principles of economics including production, distribution, consumption, and exchange are studied. Present day problems of public finance, business organization, monetary situations, insurance, banking, and labor difficulties are considered.

Early European History**3 Sem. Hrs.**

This course deals with the political, social, and economic development of Europe to 1815. An attempt is made to emphasize those features which have a definite bearing on world affairs of today.

Modern European History**3 Sem. Hrs.**

This course deals with the political, social, and economic development of Europe from 1815 with emphasis on the features which have a definite bearing on world affairs today. It coordinates American and European developments.

History of Civilization**4 Sem. Hrs.**

This course stresses the development of institutions liberalizing in character and valuable in present civilization. The political, economic, ethical, domestic, and religious types of culture are evaluated through an historical treatment. This course emphasizes large sweeping movements rather than individuals, nations, or dates.

History of England**3 Sem. Hrs.**

This course gives a survey of England's development with especial reference to its contribution to American background and growth. The governmental, social, and cultural contributions are stressed.

History of Ethics**3 Sem. Hrs.**

This course attempts to find and understand the basis for ethical standards. It traces their development and seeks to find historic proofs. It helps to form a sound philosophy of life with a firm historical background.

History of the Far East**2 Sem. Hrs.**

This course is a survey of the movements of the Far East as they contribute to the history of the world. Attention is given to such movements as imperialism, open door, and cultural interchange. Causes for our misunderstanding of the Orient and their misunderstanding of the Occident are shown.

History of Latin America**3 Sem. Hrs.**

A survey is made of Latin American history stressing the relationships with the United States and Europe. Their political, economic, and social problems of the past several centuries are studied.

History of Pennsylvania**3 Sem. Hrs.**

This course traces the growth of the Commonwealth showing the racial traits and characteristics. The transportation, industrial, social, and cultural contribution to the nation is emphasized. Pennsylvania's part in national movements is stressed. An opportunity to study local history is given.

Comparative Government**3 Sem. Hrs.**

This course stresses the principles and practical problems of government; studies the origin, development, form, and function of the State.

Evolution of Social Institutions**3 Sem. Hrs.**

The sociological backgrounds in the origin and development of social institutions such as the family and church is studied. A large portion of the course is devoted to problems of the family.

Renaissance and Reformation**2 Sem. Hrs.**

This course studies the transition from the Mediaeval to the Modern periods. The intellectual awakening as it appears in the different countries of Europe affecting all lines of interest forms the basis of consideration. An analysis of the religious organization and thought as it forms a background for our present-day thought is a major aim.

Principles of Sociology**3 Sem. Hrs.**

This is a study of the various fundamental concepts: the origin, development, form, and function of human relationships.

Social and Industrial United States History**3 Sem. Hrs.**

A study is made of the numerous social and economic forces which have been influential in developing American institutions. This background develops the ability of students to evaluate present-day problems. Consideration is given to some of the more recent agencies set up to solve our social and economic difficulties.

U. S. History before 1865**3 Sem. Hrs.**

This course shows the development of American life to the close of the Civil War. An evaluation of our American ideals and the growth of our particular type of organization in government is stressed. The broadening of American interests as they lead to world activities and relationships to present-day problems are included.

U. S. History since 1865**3 Sem. Hrs.**

A survey is given of the political history of the United States from 1865 to the present day. Special emphasis is placed upon present-day relationship and underlying principles.

SPEECH**Argumentation and Debate****2 Sem. Hrs.**

This is designed for a prospective debate coach, considering the selection of teams, gathering of material, types of arguments, evidence and refutation, audience analysis, technique of judging, and general platform problems.

Community Dramatics and Pageantry**2 Sem. Hrs.**

Methods and procedures in planning projects for community use are considered in line with the philosophy and principles of the Adult Education program. This aids the teacher who is expected to participate in community programs as well as those conducted in the schools.

Costuming and Make-Up**2 Sem. Hrs.**

The history of costume is traced from ancient to modern times—costume design, fabrics, effect of light on color and material in costumes, and costume plates. Actual practice in make-up of straight and character types is properly supervised.

Creative Dramatics**2 Sem. Hrs.**

A program of creative dramatics is traced from the kindergarten through the junior high school. The translation of subject matter into dramatic materials and the stimulation of creative handwork through making simple settings and costumes makes this a valuable course for elementary teachers.

Fundamentals of Speech**3 Sem. Hrs.**

This course is planned to acquaint the student with the organs of speech and their action in the production of speech sounds. Special emphasis is laid on the correction of phonetic speech disorders and the cultivation of a clear, pleasing and well modulated voice. Practical application of techniques is made in the oral interpretation of prose and poetry, in brief talks and reports, and other speech activities.

Interpretative Reading**2 Sem. Hrs.**

This course is organized for those who plan to teach oral reading, literature, or to assist with declamation and forensic work.

Phonetics**2 Sem. Hrs.**

Phonetics is a sound by sound analysis of speech in order that the student may accurately hear the sounds, thus being able to improve his own speech habits and equip him for later courses in Speech Correction and Dramatics.

Play Production**2 Sem. Hrs.**

This is a survey of recognized principles of play production, including the elements of make-up, lighting, scenery, direction of plays. When possible, the student is asked to direct a one-act play for practical demonstration. Casting, the try-out, the choice of plays suitable for school and community use are discussed.

Psychology of Speech**3 Sem. Hrs.**

Every case demands a different psychological approach in diagnosis and remedial treatment, with emphasis on the treatment of stammering. The course begins with the development of language in the child.

Speech Clinic I, II**4 Sem. Hrs.**

The student has an opportunity to diagnosis, study, and follow through a procedure of correction with different types of speech disorders, all under the close supervision of the clinician. Additional time is given to observational work as conducted by the clinician.

Speech Pathology**3 Sem. Hrs.**

This course acquaints the student with the anatomy and physiology of the speech mechanism, particular emphasis being placed on the respiratory organs, larynx, resonators, and articulators. It further acquaints the student with causes, symptoms, nature, and management of all types of speech disorders, exercises and procedure to follow.

Speech Problems**2 Sem. Hrs.**

This survey of the field of Speech Correction acquainting the student with literature on the subject and particularly stressing the matter of treatment of minor speech disorders.

Stagecraft and Scenic Design**2 Sem. Hrs.**

This course naturally follows the play production survey and includes the theory and practices of designing sets, modeling to scale, construction and painting scenery, making of properties, and lighting effects.

Voice and Diction**2 Sem. Hrs.**

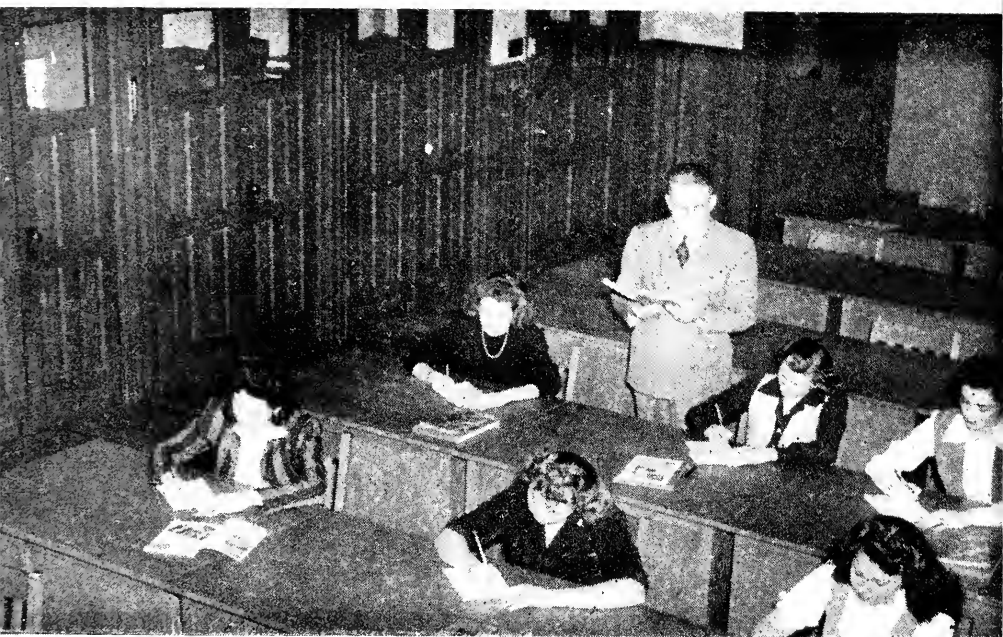
This course considers advanced ear training, breathing, phrasing, inflections, pitch, quality, tempo, rhythm, force, resonance, and range.



CLASS IN TYPEWRITING



CLASS IN OFFICE PRACTICE AND MACHINES



CLASS IN STENOGRAPHY



CLASS IN ACCOUNTING

DEPARTMENT OF BUSINESS EDUCATION

PURPOSE

The State Department of Public Instruction has designated the State Teachers College, Bloomsburg, Pennsylvania, as one of the institutions in which the high school commercial teachers of the Commonwealth may be educated. The Bachelor of Science in Education degree is conferred on the completion of the Business Education Curriculum authorized by the State Council of Education.

Graduates of this curriculum are fully certified to supervise or teach commercial subjects in any junior or senior high school of Pennsylvania. This curriculum is so broad that it not only educates students to teach but also gives them the choice of several business vocations. The training provides adequate preparation in business knowledge and skills as well as teaching theory and practice.

ENTRANCE REQUIREMENTS

This curriculum has proved so popular since it was organized in 1930, that only a limited number carefully selected students are admitted. All persons who expect to enroll as Freshmen should make their reservations early in the year. Only the better high school students are accepted. This does not mean that new students must have had commercial work in high school or business college. Many students who have not had previous commercial training complete the Business Education Curriculum successfully.

Prospective students are urged to come to the College and meet the members of our faculty.

As this curriculum is of collegiate grade, advanced standing is not granted for work completed in secondary schools, business colleges or unaccredited business schools.

ADVANCED STANDING

Entrants who have earned previous College credits should submit a transcript of such work before they enroll. If advanced standing for work completed in other institutions is expected, credit transcripts should accompany the application for enrollment. Advanced standing will be granted for work completed in other institutions of college grade, when, in the judgment of the Dean of Instruction, such courses seem to be equivalent to subjects contained in the Business Education Curriculum.

If a tentative evaluation of completed college work is desired, a transcript showing the name of the course, the grade, and the credit hours should be forwarded to the Director of the Department of Business Education. This evaluation may precede the enrollment of the student.

REGULATIONS GOVERNING THE ISSUE OF NEW CERTIFICATES TO BUSINESS EDUCATION TEACHERS

- A. Provisional College Certificate—issued to graduates of approved four year teacher education curriculums in business education in accredited colleges and universities.
- Business subjects are written on a certificate on the satisfactory completion of the minimum number of semester hours in several subjects, as indicated below:

Bookkeeping	12 semester hours
Commercial or Economic Geography	6 semester hours
Commercial Law	6 semester hours
Commercial Arithmetic	3 semester hours
Office Practice	3 semester hours
Salesmanship	3 semester hours
Shorthand	9 semester hours
Typewriting	6 semester hours
Junior Business Training	3 semester hours
Economics	6 semester hours
Retail Selling	12 semester hours
Business English	2 semester hours

Plus twelve (12) semester hours in English.
 - Certificates are valid for teaching only those business subjects which are written on the certificate.
- B. Permanent College Certificate—the provisional college certificate will be made permanent on evidence of three years of teaching on the provisional college certificate in the public schools of Pennsylvania, with a rating of “middle” or better; and the satisfactory completion of six semester hours of additional education of collegiate grade, one-half of which must be professional.

EXTENSION OF COLLEGE CERTIFICATES TO INCLUDE THE BUSINESS SUBJECTS

A college certificate may be extended to include business subjects on the satisfactory completion of courses selected from an approved teacher education curriculum in business education (action of State Council of Education, December 2, 1938). These courses are based on a good background in the social sciences.

Until September 1, 1939	18 semester hours
After September 1, 1939	24 semester hours
After September 1, 1940	30 semester hours

VALIDITY OF CERTIFICATES

A certificate to teach business education is valid for teaching those subjects written on the face of it in all grades above the sixth.

NOTE: Provisional college certificates issued after August 31, 1935, require a course in visual aids and sensory techniques to be made permanent, completed either before or after the issue of the provisional college certificate.

EQUIPMENT

Business skills and practice cannot be learned wholly from books. The Department of Business Education is well equipped with the most modern office machines and devices. All desks, tables, chairs, files, and other business equipment are new. Students learn to operate standard noiseless typewriters, addressographs, adding machines, posting and bookkeeping machines, calculation and ditto machines, mineoscopes, multigraphs, mimeographs, and dictaphones. By operating these machines, students acquire a well-rounded knowledge of the mechanics of business which is invaluable in teaching.

OFFICE PRACTICE AND BUSINESS EXPERIENCE

A student completing this curriculum has had an opportunity to spend one and one-half years in office practice courses. In these three courses in office practice, a student acts as an actual business worker in four different offices where he is held responsible for the same vocational efficiency as the regularly employed office worker. This actual experience is supplemented by class instruction covering the following: office skill and phases of business knowledge; alphabetic, geographic, and numeric filing with actual practice; dictation and transcription at high rates of speed; the cutting of stencils, and the operation of the mimeograph machine; the making of stencils with the mimeoscope; the preparation of copy and duplication on the ditto and multigraph machines; the complete operation of the dictaphone; advanced work in business papers; the operation of the Burroughs posting machine and the Underwood bookkeeping machine; and the operation of adding machines and calculators.

The courses in office practice are not textbook courses but represent the actual carrying out of business transactions. While there is no substitute for business experience, we feel that such actual experience as provided in connection with the above outlined work in office practice materially aids the teacher of commercial subjects when he attacks classroom problems.

PRACTICE TEACHING

In order that Senior students may have an opportunity to observe and teach in actual class rooms, the Commercial Departments of six high schools are used. In addition to the Commercial Department of the Bloomsburg High School, the Berwick High School, and Danville High School, three high schools, located in Williamsport, Pa., now serve as student teaching centers for Commercial students. Of these three high schools, two are junior high schools, and the third a senior high school. The three high schools used in Williamsport, Pennsylvania, are: The Senior High School, Andrew Curtin Junior High School, and Theodore Roosevelt Junior High School. In the six high schools cooperating with the College for student teaching purposes, there are fifteen regular teachers whose purpose is to help the training of students.

In addition to the fifteen cooperating teachers, a supervisor, the Director of the College Department of Business Education, visits these schools weekly for the purpose of supervision and conferences with student teachers.

Apprenticeship teaching means observation of regularly employed teachers, planning the course units of work, and lessons, and finally the actual participation of the student as a teacher in charge of a classroom. Since the amount of student teaching is more than twice that required by the State for certification, we feel that his apprenticeship period under the conditions which we have set up goes a long way toward giving our graduates experience in actual school situations before they are ready to become regular teachers in the public school system of the State of Pennsylvania.

OPPORTUNITIES FOR GRADUATES

There is a great demand in Pennsylvania at the present time for properly trained degree-holding commercial teachers. With the changing certification requirements, properly trained commercial teachers will find their way into positions as supervisors and heads of commercial departments in the various secondary schools.

Until recent years, little commercial work was offered in the junior high schools. In connection with the exploratory and vocational guidance work carried on in the junior high schools, courses in Junior Business Training and other similar courses have been rapidly growing in favor. As a result properly trained teachers are in demand.

The demand for commercial teachers may easily be accounted for by figures from public and private sources which show that one-third of the high school students are pursuing commercial courses. Judging from the steady growth of the last five years, it would seem that the demand for degree-trained teachers in the commercial field will continue. Undoubtedly there will be a steady change in methods, skills, and techniques used in teaching. The State Teachers Colleges may well be expected to do pioneer work in progressive commercial education.

TEACHER PLACEMENT

The Department of Business Education acts as a clearing house for employment purposes. Our graduates are placed without charge through the cooperation of the Placement Service of the Department of Public Instruction and the Placement Service of our own College. The Department of Business Education likewise takes a special interest in securing positions for its graduates. Teacher-in-service are enabled in many instances to secure better positions with the help of these various agencies for placement.

PLACEMENT RECORD

The type of business education provided at Bloomsburg can be measured in no better way than by the fact that 90% of the graduates of the Department of Business Education have found employment in either teaching or business and 80% of this group are now teaching in over 125 towns and cities throughout Pennsylvania and surrounding states. High Schools and Colleges located in the State of Pennsylvania, Connecticut, Maryland, New Hampshire, New Jersey, New York, North Carolina, Florida and Virginia have sought the services of teachers graduated from Bloomsburg.

The following table shows the total number of Business Education graduates—the nature, number, and percent of the placements for the years indicated:

Year	Number of Graduates	Number in Armed Service	Number Available	Bus.	Placement Teach.	Total	%
1933	6		6	1	5	6	100
1934	31		31	3	28	31	100
1935	34		34	1	33	34	100
1936	16		16	2	14	16	100
1937	31		31	4	26	30	97
1938	49		49	8	40	48	98
1939	55	1*	54	8	42	50	90
1940	51	1*	50	13	32	45	90
1941	61	13*	48	12	30	42	90
1942	67	19*	48	34	13	47	98
1943	38	15*	23	1	22	23	100
1944	30	1*	29	2	26	28	97
1945	19		19	1	18	19	100
Total	488	50*	438	90	329	428	98

SUMMER SESSION

A Summer Session consisting of a Pre-Session of three weeks, Regular Session of six weeks, and a three-weeks Post Session is conducted to meet the needs of the following groups of Commercial students:

1. Fully certified experienced teachers who desire to become better teachers through a study of the most recent methods and subject matter of commercial education.

2. Commercial teachers who wish to secure higher certification.

3. Teachers who wish to continue their training for the degree of B.S. in Education.

4. Those teachers in training who wish to shorten the time necessary to complete the four-year course.

During the Summer Session, courses are offered in the most modern commercial teaching theory, methods, and subject matter. Those interested in the Summer Session should write for a descriptive bulletin.

BASIC FIRST YEAR OF BUSINESS EDUCATION CURRICULUM

FIRST SEMESTER

SECOND SEMESTER

	Hours Clock Sem.		Hours Clock Sem.
Place and Purpose of Business Education in the social Order (inc. school visitation)	3 3	English II	3 3
Health Education I	3 1	Health Education II	3 1
Speech	3 3	Economic Geography I	3 3
English I	4 3	Business Mathematics II	3 3
(inc. Library Science)		Accounting I	5 3
Business Mathematics I	3 3	Typewriting II	3 1
Business Writing	3 1	Shorthand I	5 3
Typewriting I	3 1		25 17
	22 15		

THIRD SEMESTER

General Commercial Sequence

	Hours	
	Clock	Sem.
English Literature	3	3
Business Organization and Finance	3	3
Accounting II	5	3
Shorthand II	5	3
Typewriting III	5	2
Health Education III	3	1
	24	16

Accounting Sequence

	Hours	
	Clock	Sem.
English Literature	3	3
Business Organization and Finance	3	3
Accounting II	5	3
Electives	6	6
Health Education III	3	1
	20	16

FOURTH SEMESTER

General Psychology	3	3
Business Correspondence	3	3
Business Law I (includes School Law)	3	3
Bookkeeping & Acct'g III	3	3
Shorthand Applications	5	3
Typewriting Applications	5	2
Health Education IV	3	1
	25	18

General Psychology	3	3
Business Correspondence	3	3
Business Law & School Law	3	3
Accounting III	3	3
Electives	4	4
Health Education IV	3	1
	19	17

FIFTH SEMESTER

General Psychology	3	3
Business Law II	3	3
Sales and Retail Selling I	3	3
Accounting IV	3	3
Stenographic Office Practice	5	3
Electives	3	3
	20	18

General Psychology	3	3
Business Law II	3	3
Sales and Retail Selling I	3	3
Accounting IV	3	3
Electives	6	6
	18	18

SIXTH SEMESTER

Methods of Teaching Business Subjects	3	3
Tests and Measurements	3	3
Secondary School Business Education	2	2
Economics I	3	3
Visual Education	2	1
Clerical Practice	5	3
	18	15

Methods of Teaching Business Subjects	3	3
Tests and Measurements	3	3
Secondary School Business Education	2	2
Economics I	3	3
Visual Education	2	1
Clerical Practice	5	3
	18	15

SEVENTH SEMESTER

Biological Science	4	3
American Government	3	3
Economics II	3	3
History of U. S. & Penna.	3	3
Auditing	3	3
	16	15

Biological Science	4	3
American Government	3	3
Economics II	3	3
History of U. S. & Penna.	3	3
Auditing	3	3
	16	15

EIGHTH SEMESTER

Student Teaching, Observation and Conferences	18	12
Curriculum Materials	4	3
	22	15

THIRD SEMESTER

Secretarial Sequence

	Hours Clock	Sem.
English Literature	3	3
Business Organization and Finance	3	3
Shorthand II	5	3
Typewriting III	5	2
Electives	3	3
Health Education III	3	1
	22	15

Retail Selling Sequence

	Hours Clock	Sem.
English Literature	3	3
Business Organization and Finance	3	3
Accounting II	5	3
Electives	6	6
Health Education III	3	1
	20	16

FOURTH SEMESTER

General Psychology I	3	3
Business Correspondence	3	3
Business Law I (Includes School Law)	3	3
Shorthand Applications	5	3
Typewriting Applications	5	2
Electives	3	3
Health Education IV	3	1
	25	18

General Psychology I	3	3
Business Correspondence	3	3
Business Law I (Includes School Law)	3	3
Electives	3	3
Economics I	3	3
Health Education IV	3	1
	18	16

FIFTH SEMESTER

Educational Psychology	3	3
Business Law II	3	3
Sales and Retail Selling I	3	3
Stenographic Office Practice	5	3
Electives	6	6
	20	18

Educational Psychology	3	3
Business Law II	3	3
Sales and Retail Selling I	3	3
Electives	7	7
	16	16

SIXTH SEMESTER

Methods of Teaching Business Subjects	3	3
Tests and Measurements	3	3
Secondary School Business Education	2	2
Economics I	3	3
Visual Education	2	1
Clerical Practice	5	3
	18	15

Methods of Teaching Business Subjects	3	3
Tests and Measurements	3	3
Secondary School Business Education	2	2
Visual Education	2	1
Clerical Practice	5	3
Retail Selling II (Advertising)	3	3
	18	15

SEVENTH SEMESTER

Biological Science	4	3
American Government	3	3
Economics II	3	3
History of U. S. & Penna.	3	3
Electives	3	3
	16	15

Biological Science	4	3
American Government	3	3
Economics II	3	3
History of U. S. & Penna.	3	3
Retail Selling III (Including Store Practice)	12	6
	25	18

EIGHTH SEMESTER

Student Teaching, Observation and Conferences	18	12
Curriculum Materials	4	3
	22	15

*Elect one of these.

APPLICATION FOR ENROLLMENT

High school students interested in commercial teacher training should fill out and mail the Preliminary Enrollment Blank, which will be found in the back of the catalogue. Upon the receipt of this blank, a copy of the official Admission Application Blank will be forwarded to the student. To complete the enrollment the student must fill out the blank and file it with the Dean of Instruction.

If the applicant wishes a room reserved, he must pay a registration deposit of \$10.00. Checks and Post Office Orders should be drawn to the order of the Commonwealth of Pennsylvania. Post Office Orders must be drawn on the Post Office at Harrisburg, Pa.

For more specific information concerning business teacher education, write William C. Forney, Director, Department of Business Education, State Teachers College, Bloomsburg, Pennsylvania.

Courses of Instruction

IN BUSINESS EDUCATION CURRICULUM

Bookkeeping and Accounting I 3 Sem. Hrs.

The purpose of this course is to introduce the student to bookkeeping and accounting by means of financial records for personal, family and extra-curricular uses leading into the modern technical phases of accounting. Later trends in teaching beginning bookkeeping in high school are presented.

Bookkeeping and Accounting II 3 Sem. Hrs.

Double entry bookkeeping through statements, ledger accounts, original entry books including special columns, posting, checking, adjusting, closing, working sheet, controlling accounts, interest and discount, valuation accounts, accruals and deferred items and current routine.

Bookkeeping and Accounting III 3 Sem. Hrs.

Principles of corporate organization and accounting with attention to problems of combining capital and liquidation of capital accounts; accounting for corporations and problems in consolidation and supplementary statements.

Bookkeeping and Accounting IV 3 Sem. Hrs.

Principles of accounting for manufacturing concerns and departmental accounting. Latest methods in standard cost and efficiency through the use of office machines are included.

Accounting V and Auditing 3 Sem. Hrs.

Analytic and synthetic accounting procedures; accounting for non-profit organizations and professional associations; accounting for government organizations.

Business Mathematics I 3 Sem. Hrs.

Review and development of arithmetical skills and business applications with special emphasis on speed and accuracy in handling the common fundamental operations.

Business Mathematics 3 Sem. Hrs.

Continued development of business mathematics skills. Its purpose is to train students to solve advanced problems encountered in carrying on the modern functions of business; production, marketing, personnel, finance and management.

Business Writing 1 Sem. Hr.

Practice at the desk and blackboard with methods of instruction for penmanship in the business education of secondary schools.

Business Correspondence 3 Sem. Hrs.

Study and practice in the special application of writing in business correspondence situations, including review of essentials in grammar, spelling and vocabulary study. Much practice in all kinds of business letters.

Business Organization and Finance 3 Sem. Hrs.

Fundamental information and study of the organization and management of typical business. Finance, salesmanship and marketing, office organization, credit, personnel are discussed.

Business Law I (Including School Law of Pa.) 3 Sem. Hrs.

Introduction to the study of fundamental business law. The course deals with court procedure, contracts, agency and negotiable instruments.

Business Law II 3 Sem. Hrs.

Advanced specialized study of business law. The course considers the law of business organizations, personal property, security relations and real property.

Clerical Practice and Machines 3 Sem. Hrs.

A course designed to acquaint the student with modern office equipment, filing systems, office procedure, and business papers.

Economics I 3 Sem. Hrs.

Deals with the principles underlying production, distribution, exchange, and consumption. The theories of values and distribution are here examined.

Economics II 3 Sem. Hrs.

An advanced course dealing with wages, rent, profits, interest, and present day economic problems arising out of the different forms of economic returns.

Economic Geography 6 Sem. Hrs.

The objective of the study of economic geography is an understanding of production and exchange of commodities. The study deals with "the manner in which business is related to the earth on which it is transacted." Two sequential courses are required.

Economic Geography I deals with the basic facts of the natural environment and man's agricultural responses to those facts.

Economic Geography II is a study of a man's responses to the natural environment with reference to economic pursuits other than agriculture.

Psychology of Methods in Business Education 3 Sem. Hrs.

This course makes definite application of psychological principles to the teaching and learning of skill in the various subjects of the business education curriculum.

Retail Selling I 3 Sem. Hrs.

Introduction and general study of the principles of salesmanship with consideration to the problems of distribution and merchandising.

Retail Selling II 3 Sem. Hrs.

Special application of salesmanship principles in advertising and retail selling.

Retail Selling III**6 Sem. Hrs.**

A practical course in actual store practice in retail selling situations.

Shorthand I**3 Sem. Hrs.**

Initial learning of Gregg Shorthand with introduction of dictation. Emphasis is given to reading, writing, and mastery of the fundamental forms. Transcribing of the student's notes on the typewriter is a part of the activity throughout the course.

Shorthand II**3 Sem. Hrs.**

Specialized practice of shorthand skill with transcription of notes in the form of paragraphs and short letters receives increasing attention.

Shorthand Applications**3 Sem. Hrs.**

This is a course designed to give advanced practice of shorthand skill with drills for speed in taking dictation, and speed and accuracy in reading from dictated notes. The course is closely correlated with Typewriting Applications.

Secondary School Business Education**2 Sem. Hrs.**

This course includes an analysis of the business education situation in various types of high schools, and programs of business education suited to the needs of various communities. Stress is placed on the organization and content of the various courses.

Stenographic Office Practice**3 Sem. Hrs.**

This is an advanced stenographic course including theory and practice in the activities common to stenographic and secretarial positions.

Tests and Measurements in Business Education**3 Sem. Hrs.**

This course involves a study of the tests and methods of measurement in Business Education instruction. It gives a complete program in planning, testing, evaluating, remedial teaching and retesting.

Typewriting I**1 Sem. Hr.**

This beginning course emphasizes a mastery of the keyboard and the ordinary operation parts of the typewriter. Diagnostic and correction work receive attention. Speed and accuracy are stressed.

Typewriting II**1 Sem. Hr.**

Here efficiency and quickness in handling the typewriter are emphasized. Included in the course are letter writing, straight copy work, multicopy work and tabulating.

Typewriting III**2 Sem. Hrs.**

This course deals with letter writing, special business and legal forms, copying from longhand and corrected copy. Problems of English are stressed.

Typewriting Application**2 Sem. Hrs.**

This is an advanced application of typewriting skills including an abundance of practical business typewriting.

ENROLLMENT—1944-1945

Candidates for Degree of Bachelor of Science in Education

Adams, Betty E., **E2**, Dalmatia
 Ash, Carol L., **S2**, Bloomsburg
 Ast, Frederick R., **S1**, Matamoras
 Baker, Ralph, **E4**, Bloomsburg
 Baldy, E. Anne, **S1**, Catawissa
 Balschi, Arlene, **S1**, Catawissa
 Balliet, Carrie Johnson, **E4**, Danville
 Barth, Leah Wanda, **S2**, Silverdale
 Beach, Peggy M., **E2**, Bloomsburg
 Belcastro, Gloria T., **B4**, Wyoming
 Bender, LaRue G., **S4**, Catawissa
 Berlew, Eudora N., **E4**, Dallas
 Biggar, Walter G. Jr., **S1**, Unityville
 Birtley, Audrey L., **S1**, Bloomsburg
 Birtley, Mary McK., **B1**, Bloomsburg
 Bitetti, Elvira A., **E4**, Freeland
 Bourgeois, Eva F., **E2**, Bloomsburg
 Boyle, Rose M., **B4**, Wilkes-Barre
 Brace, Marjorie E., **E1**, Hunlock Creek
 Broadt, Rosanna J., **S2**, Bloomsburg
 Brown, Dora V., **E3**, Lewisburg
 Brown, Helene L., **E1**, West Hazleton
 Bucinell, Anna Barbara, **B3**, Forest City
 Burnham, Betty A., **B4**, Lansdowne
 Carpenter, Eugene F., **S1**, Yeadon
 Cerchiaro, Rose M., **B3**, Nesquehoning
 Chubb, Marian E., **B2**, Troy
 Cleaver, Jean M., **E1**, Shamokin
 Coakley, Catherine M., **S2**, Shenandoah
 Coakley, Mary L., **S4**, Shenandoah
 Comuntzis, Athamantia D., **S3**, Bloomsburg
 Condr, Doris M., **S1**, Hazleton
 Creveling, Marian J., **E3**, Bloomsburg
 Croop, Donna Ruth, **B2**, Hunlock's Creek
 DeVitis, Mary, **B4**, Wayne
 DeVizia, Delores K., **S2**, Nescopeck
 Dickinson, Doris Jean, **E4**, LaPlume
 Donahue, Martha C., **B3**, Shippensburg
 Doney, Evelyn M., **S4**, Shamokin
 Downing, Marjorie G., **S4**, Shickshinny
 DuBois, Jeanne R., **B2**, Bloomsburg
 Duck, Martha J., **E4**, Lewisburg
 Dzuris, Mildred, **S4**, Nanticoke
 Egizie, Pauline R., **S2**, Berwick
 Ertel, Elizabeth R., **B4**, Williamsport
 Eshleman, Dawn F., **S1**, Berwick
 Falvey, Eileen L., **B3**, Berwick
 Fehl, Helen E., **B2**, W. Reading
 Fenstermaker, Mary Lou, **S4**, Bloomsburg
 Fichter, Lorraine G., **S3**, Hazleton
 Fisher, Betty L., **B1**, Bloomsburg
 Fisk, Nancy M., **E1**, Danville
 Flaherty, Agnes E., **B3**, Shenandoah
 Flaherty, Mary E., **E4**, Bloomsburg
 Flail, Elsie G., **B4**, Schuylkill-Haven
 Fling, Edith T., **B2**, Glenside
 Foust, Frances Jean, **E4**, Danville
 Foust, Lois L., **B1**, Danville
 Frosini, Enso R., **B4**, Wyoming
 Furman, Mary E., **E4**, Northumberland
 Gabuzda, Bernice R., **S3**, Freeland
 Gass, Joyce E., **E1**, Danville
 Gatski, Henry J., **S3**, Bloomsburg
 Gaumer, Hazel Sult, **E1**, Berwick
 Gehman, Isabel A., **B2**, Ephrata
 George, Evelyn D., **E4**, Danville
 Gilbert, M. Jean, **E2**, Hazleton
 Gilbody, Janet E., **S1**, Bloomsburg
 Gillis, Gloria M., **B2**, Duryea
 Good, Lola E., **S3**, Wapwallopen
 Greenly, Barbara J., **S1**, Bloomsburg
 Guarna, Flora C., **B4**, Mt. Carmel
 Guis, Lillian V., **S3**, Sheppton
 Gulla, Joseph J., **B4**, Swoyerville
 Hackenberger, Mary J., **E4**, Mifflintown
 Hantz, Francis A., **B1**, Duryea
 Harmon, Gertrude E., **B4**, W. Pittston
 Hathaway, Martha A., **E1**, Danville
 Heness, Peggy E., **E2**, Edwardsville
 Hess, Elizabeth R., **S4**, West Hazleton
 Hess, Kathleen A., **S3**, Dalton
 Hess, Emily J., **E2**, West Hazleton
 Hess, Peggy M., **Spec.**, Berwick
 Heupcke, Alice Mae, **E4**, Bloomsburg
 Hirt, Evelyn J., **S1**, Bloomsburg
 Hmelnicky, John J., **S3**, Exeter
 Hornberger, Dorothy M., **S2**, Elysburg
 Johnson, Rosemary P., **E4**, Mt. Carmel
 Jones, Peggy L. Anthony, **E2**, Shamokin
 Kane, Bernard W., **S4**, Philadelphia
 Kane, Margaret M., **E4**, Shenandoah
 Keefer, Ruth Louise, **Spec.**, Stillwater
 Keeler, Hazel E., **S3**, Espy
 Kehler, Wanda M., **B4**, Ashland
 Keiser, Shirley J., **E2**, Dalton
 Keller, Jeanne, **B4**, Benton
 Kester, Ruth J., **E4**, Courtdale
 Kight, Karliss L., **S2**, Bloomsburg
 King, Virginia C., **S4**, Dallas
 Kinney, Cleo D., **B4**, Danville
 Klingaman, Eltheda M., **S3**, Shumans
 Klinger, Mae E., **E2**, Lykens
 Kocher, Dorothy L., **E3**, Espy
 Korb, Helen R., **Spec.**, Grampian
 Kraiser, Rose Marie, **B1**, Horsham
 Kramer, Mary E., **Spec. Ed.**, Lehighton
 Krum, Marie L., **E3**, Bloomsburg
 Kucharski, Dorothy K., **S2**, Exeter
 Kurilla, Kathleen N., **B3**, Atlas
 Kyle, Robert J., **Spec.**, Millville
 Lawton, Audrey Anne, **S1**, Bloomsburg
 Lebowick, Marilyn R., **E2**, Bloomsburg
 Lenhart, Jack M., **S1**, Bloomsburg
 Lewis, Ann Jane, **S1**, Bloomsburg
 Lingle, Betty J., **B2**, Lewistown
 Longo, Catherine C., **B4**, Sheppton
 Longo, Mary E., **B3**, Sheppton
 Mainiero, Gloria C., **S1**, Hazleton
 Martin, Helen Reese, **S4**, Hazleton
 Martino, Lucille G., **B4**, Roseto
 Martz, Della N., **B2**, Bloomsburg
 Maxey, Nancy E., **E2**, Scranton
 McBride, Eugene A., **S4**, Bloomsburg
 McCloughan, Carol F., **E4**, Riverside
 McHenry, Nancy J., **B2**, Berwick
 Megargel, Robert W., **S2**, Orangeville
 Mihalko, John Joseph, **S1**, Exeter
 Miles, Norine J., **B4**, Shenandoah
 Miller, Louise Buck, **E4**, Montgomery
 Moore, Ellen L., **S2**, Bloomsburg
 Morris, Jack S., **B1**, Bloomsburg
 Moser, Mary A., **E1**, Ringtown
 Mylet, Frances C., **E2**, Sugarloaf
 Naunas, Alberta B., **S2**, Bloomsburg
 Niles, Jane M., **B1**, Wellsboro
 Novak, June V., **B1**, Sheppton
 Oyer, Helen A., **B4**, Allentown
 Pappas, Anna, **E3**, Danville
 Parsell, A. Althea, **S4**, Orangeville
 Paul, Betty Renee, **E2**, Lavelle
 Pelchar, Mary R., **S1**, Keiser
 Pope, Nenela P., **E4**, Sunbury

Bold Face Letters indicate Curriculum: B for Business; E for Elementary; S for Secondary.

Bold Face Numbers indicate Class: 1—Freshman; 2—Sophomore; 3—Junior; 4—Senior.

Propst, V. Joy, **E4**, Archbald
 Raup, Dawn R. **S1**, Bloomsburg
 Reichard, Ruth L., **E2**, Bloomsburg
 Reichart, Charlotte R., **B1**, Lightstreet
 Reitz, Jeanne L., **B1**, Northumberland
 Richard, H. Jean, **S1**, Bloomsburg
 Rhodes, Harriet W., **B2**, Bloomsburg
 Roberts, Ida Virginia, **B4**, Gradyville
 Rush, Mary E., **S1**, Bloomsburg
 Sailer, Marilyn D., **B4**, Reading
 Saunders, Frances L., **S3**, Danville
 Schlauch, Marian P., **S2**, Bloomsburg
 Schoener, Laura E., **B4**, Stouchsburg
 Schrader, Phyllis M., **E4**, Lewisburg
 Schroeder, Mary M., **B3**, Easton
 Severn, Mary G., **S1**, Bloomsburg
 Seybert, M. Lenore **S3**, Lightstreet
 Shaffer, Jacqueline, **E3**, Bloomsburg
 Sharpless, Louise C., **E1**, Catawissa
 Shultz, Betty M. Hess, **E3**, Benton
 Shultz, Janet R., **B3**, Philadelphia
 Sidari, Terese E., **S3**, Hazleton
 Smith, Betty J., **E3**, Catawissa
 Spencer, Charles W., **S4**, Ashland
 Starook, Shirley T., **E4**, Northumberland
 Sterling, Harriet M., **E4**, Bloomsburg
 Stitzel, Martha J., **E3**, Hamburg

Bold Face Letters indicate Curriculum; B for Business; E for Elementary; S for Secondary.

Bold Face Numbers indicate Class: 1—Freshman; 2—Sophomore; 3—Junior; 4—Senior.

Stover, E. Marjorie, **E3**, Lewisburg
 Stozenski, Stanley S., **E4**, Wilkes-Barre
 Strain, Dorothy B., **S1**, Bloomsburg
 Stubbs, Mary L., **B1**, Wilkes-Barre
 Sturman, Bertha M., **B1**, Tunkhannock
 Superko, Arlene N., **S4**, Mocanaqua
 Trapani, Samuel J., **Spec.**, Easton
 Tremato, Ralph A., **B2**, Easton
 Utt, R. Lorraine, **E3**, Orangeville
 VanSant, Ferne E., **S2**, Numidia
 Veley, Gloria Edith, **S1**, Bloomsburg
 Vogel, Doris M. Ernst, **B1**, Minersville
 Wagner, Calvin J., **S1**, Keiser
 Wagner, Charles L., **S3**, Mt. Carmel
 Wanich, Mark Collins Jr., **S3**, Lightstreet
 Ward, Florence C., **S3**, Catawissa
 Weller, Violet L., **S3**, Turbotville
 Welliver, Julia A., **E4**, Bloomsburg
 Williams, Shirley Anne, **B3**, Luzerne
 Wintersteen, Lois L., **E4**, Danville
 Witman, Evelyn I., **B3**, Shillington
 Wolfe, Phyllis Jane, **B1**, West Nanticoke
 Wolfe, Shirley M., **B4**, West Nanticoke
 Wright, Helen M., **S2**, Bloomsburg
 Zehner, Betty L., **E4**, Sugarloaf
 Zinzarella, Julian A., **S4**, Mt. Carmel
 Zong, Marian E., **B4**, Milton

TEACHERS-IN-SERVICE—1944-1945

Bailey, S. Roger, Danville
 Baum, Emily M., Nuremberg
 Bickert, Loie C., Catawissa
 Bixler, Mildred P., Shamokin
 Boyer, Hazel L., Selingsgrove
 Brosius, Marlin E., Mt. Pleasant Mills
 Calvello, Meda I., Weston
 Davis, Florence L., Nuremberg
 Dushanko, Stephen, Harleigh
 Enama, Violet P., Weston
 Evans, Anne L., Berrysburg
 Hoagland, June, Mifflinville
 Hubler, Elizabeth H., Gordon
 Hunter, Alda R., Hunlock Creek
 Ikeler, Winifred S., Millville
 Keefer, Eugene M., Selingsgrove

Kyle, Margaret J., Millville
 Magera, Anne M., Mocanaqua
 McCulla, Elizabeth J., Freeland
 Mindler, Barbara Mischisen, Freeland
 Phillips, Harry A., Dornsife
 Richards, A. M. Margaret H., Berwick
 Romberger, Winifred K., Elizabethtown
 Shevlin, Helen T., Scranton
 Steiner, Carolyn E., Shamokin
 Talbot, Elizabeth Louise, Shickshinny
 Talbot, Margaret K., Shickshinny
 Troutman, Anna M., Selingsgrove
 Wagner, Mary C., Turbotville
 Wagner, Mildred Amelia, Selingsgrove
 Yearick, Mary M., Selingsgrove
 Zerby, Ida W., Herndon

PRE-SESSION—1944

Baker, Marie E., Mt. Carmel
 Baumer, Cora L., Lewisburg
 Behr, Edith M., Lopez
 Bertoldi, Louis R., Fern Glen
 Bundens, E. Victoria, Orangeville
 Courtney, Rose M., Mahanoy City
 Craig, Esther Chambersburg
 Doberstein, Anna M., West Nanticoke
 Elliott, Mrs. Genevieve G., Harwood
 Evans, Anne L., Berrysburg
 Fuenmayor, Mercedes S., Lynchburg, Va.
 Gearhart, Mrs. Calista W., Montgomery
 Good, Eda A., Montgomery
 Hagenbuch, Julia C., Danville
 Hartman, Mrs. M. Helen, Danville
 Hayhurst, Mrs. Helen W., Orangeville
 Hazur, John J., Nanticoke
 Hogendobler, Mrs. Margaret Y., Sunbury
 Hollenbeck, Mrs. Catharine B., Williamsport
 Ikeler, Mrs. Winifred M., Millville
 Kapp, Irma C., Northumberland
 Keller, Helen Jane, Berwick

Kravitski, Bertha V., Drums
 Kyle, Mrs. Margaret J., Millville
 Lehman, E. Susanne, Espy
 McCarr, Mrs. Bernice M. Eckrote, Drums
 McWilliams, Mary Ellen, Danville
 Pollock, Ben R., Bloomsburg
 Race, Ethel E., Tunkhannock
 Remley, Mrs. Romaine M., Bloomsburg
 Rhodes, Ora Jane, Catawissa
 Richards, A. M. Margaret, Berwick
 Romberger, Mrs. W. K., Elizabethtown
 Sedlak, Catherine A., Dupont
 Sheridan, Catherine D., Girardville
 Shlanta, John A., Milford
 Stiner, Fred C., Orangeville
 Thornton, Alma H., Duryea
 Vanchieri, Grace M., Wilkes-Barre
 Vought, Lucinda K., Numidia
 Whitebread, Mrs. Helen S., Wapwallopen
 Wolpert, Irene A., Philadelphia
 Yocum, Carrie I., Milford
 Yoder, Mary A., Berwick

SUMMER SESSION—1944

- Aberant, Leona J., West Wyoming
 Ackerman, Jean V., Hamburg
 Angelo, Dominick J., Pardeesville
 Austin, Frances, Luzerne
 Baker, Marie E., Mt. Carmel
 Baumer, Cora L., Lewisburg
 Berninger, Margaret E., Bloomsburg
 Betz, Mrs. Dorothy E., Nesquehoning
 Bickert, Loie C., Catawissa
 Birth, Sara E., Shickshinny
 Boyce, Bessie P., West Chester
 Boyer, Mary A., Washingtonville
 Bredbenner, Hilda F., W. Nanticoke
 Brown, Clark W., Nescopeck
 Brown, Mrs. Helen W., Nescopeck
 Bruch, Alice R., Elysburg
 Brugger, Julia E., Sugarloaf P.O.
 Bundens, E. Victoria (Mrs.), Orangeville
 Burgard, Mrs. Dorothy E., Mt. Carmel
 Buss, Regina K. (Mrs.), Watsontown
 Calloway, Irene F., Carlisle
 Cole, Carolyn C., Benton
 Comuntzis, Poletime D., Bloomsburg
 Connors, Helen L. (Mrs.), Forest City
 Conville, Mrs. Mary E., Shenandoah
 Courtney, Rose M., Mahanoy City
 Craig, Esther, East Chambersburg
 Crosby, Mary F., Mahanoy Plane
 Curtis, Esther Lillian, Duryea
 Davis, Roger O., Nescopeck
 Dean, Mrs. Dorothy C., Washingtonville
 Dean, Margaret D., Kulpmont
 Diehl, E. Christine, Northumberland
 Ditty, Pauline H., Shamokin
 Dobb, Elizabeth H., Elysburg
 Doberstein, Anna M., Nanticoke
 Dougherty, Regina R., Mt. Carmel
 Dunn, Elizabeth O., Jermy
 Dzuris, Mildred, Nanticoke
 Eaton, Mildred R., Lehighton
 Elliott, Genevieve G. (Mrs.), Harwood
 Eroh, Margaret M., Nescopeck
 Evans, Anne L., Berrysburg
 Farr, Mrs. Lois W., Lake Ariel
 Feingold, Sylvia B., Souderton
 Flaherty, Agnes E., Shenandoah
 Flood, Kathryn I., Catawissa
 Foley, James E., Orangeville
 Foley, Myrtle I., Orangeville
 Forney, T. Louray, Bloomsburg
 Free, Mrs. Sara Smull, Danville
 Frey, Marjorie L., Bloomsburg
 Fronheiser, Mrs. Mary B., Walnutport
 Fuenmayor, Mercedes L., Bloomsburg
 Gaugler, Sara E., Port Trevorton
 Gavenonis, Mrs. Margaret., Mt. Carmel
 Gearhart, Calista W., Montgomery
 Good, Eda A., Montgomery
 Green, Jean C., Bloomsburg
 Griffiths, Sarah L., Girardville
 Grohal, Veronica B., West Hazleton
 Grover, Christine E., Berwick
 Grow, Dorothy Mae, Shamokin
 Hackenberger, Mary Jess, Mifflintown
 Hartman, M. Helen, Danville
 Hartman, Ruth M., Orangeville
 Hayhurst, Mrs. Helen W., Orangeville
 Hazur, John J., Nanticoke
 Heffelfinger, Mrs. Mabel T., Nuremberg
 Heimbach, Mary R., Sunbury
 Hendricks, Edward F. Jr., Wilkes-Barre
 Heupcke, Mrs. Alice Mae, Bloomsburg
 Hilbush, Arabel E., Dornsife
 Hill, Dorothy E., Lebanon
 Hindmarch, Bertha A., Mt. Carmel
 Hoagland, June E., Mifflintown
 Hoffman, Helen P. (Mrs.), Elysburg
 Hollenbeck, Mrs. Catharine, Williams'pt
 Holley, Frances McKelvey, Montoursville
 Hummel, Sarah E., Middleburg
 Ikeler, Winifred M., Millville
 Johnson, Dorothy R., Berwick
 Johnson, Eleanor M., Centralia
 Johnson, Rosemary P., Mt. Carmel
 Jones, Mrs. Ruth Bishop, Lake Ariel
 Katerman, Betty M., Bloomsburg
 Kester, Ruth J., Courtdale
 Kimmel, Mrs. Dorothy Shutt, Ashland
 Korb, Helen R., Grampian
 Kufta, Michael A., Mt. Carmel
 Kyle, Robert V., Millville
 Lentz, Jean E., Berwick
 Logar, Alice, Weston
 Lorah, Louneta, West Pittston
 Lorah, Mary A., Sonestown, Pa.
 Ludwig, Beatrice F., Millville
 Martin, Mrs. Grace Powell, Kingston
 Martin, Helen R., Hazleton
 McCar, Mrs. Bernice E., Drums
 McDonnell, Marie C., Contralia
 McGeehan, Betty Grace, Crum Lynne
 Meixell, Marion R., Espy
 Melchiori, Alma M., Mt. Carmel
 Miller, Harold J., Catawissa
 Miller, Mrs. Mary E., Turbotville
 Muffy, Mrs. Ruth W., Watsontown
 Oakea, Leona C., W. Hazleton
 Owens, Eleanor G., Mt. Carmel
 Payne, Edith M., Ashland
 Penman, Mabel G., Upper Darby
 Persing, Katharine V., Watsontown
 Pope, Nelenia P., Sunbury
 Propst, Jessie E., Archbald
 Race, Ethel E., Tunkhannock
 Rarig, Leah R., Catawissa
 Remley, Romaine M., Bloomsburg
 Rhinard, Josephine M., Berwick
 Rhodes, Ora Jane, Catawissa
 Richards, A. M., Margaret, Berwick
 Rick, Barbara Ann, Keiser
 Roberts, Ruth W., Bloomsburg
 Roberts, Ida Virginia, Gradyville
 Roddy, Lucy C., Catawissa
 Romberger, Mrs. Winifred, Elizabethville
 Sanders, Roy Edward, Shamokin
 Seil, Betty E., Gordon
 Shaffer, Mrs. Margaret H., Bloomsburg
 Sharkey, Mrs. Anna Malloy, Shenandoah
 Sharpe, June, St. Johns
 Sheary, Helen C., Shamokin
 Sheridan, Catherine D., Girardville
 Shevlin, Helen T., Scranton
 Shimock, Emily Geraldine, Mt. Carmel
 Shlanta, John A., Milford
 Shoemaker, Marie S., Espy
 Shovlin, Regina G., Mt. Carmel
 Silvius, Ruth V., Sunbury
 Smith, Evelyn D., Danville
 Smith, Mrs. Frances, Albuquerque, N.M.
 Snyder, C. David, Catawissa
 Sonnenberg, Fred R., Wilkes-Barre
 Stiner, Fred Clifford, Orangeville
 Stozenski, Stanley S., Wilkes-Barre
 Thornton, Alma H., Old Forge
 Trivelpiece, Jennie, Berwick
 Troup, Helen Jane, Berwick
 Troy, Dale H., Nuremberg
 Vanchieri, Grace Mary, Wayne

Vanderslice, Josephine K., Bloomsburg
 Vought, Lucinda K., Numidia
 Wenner, Gladys M., Berwick
 Whitebread, Helen Smith, Wapwallopen
 Willard, George D., Danville Montour
 Wilson, Gladys I., Youngsville
 Worman, Samuel J., Danville
 Wright, Mrs. Marie K., Bloomsburg

Wright, Martha H., Berwick
 Yocum, Carrie I., Milton
 Yoder, Mary A., Berwick
 Yost, Lois M., Conyogham
 Zehner, Martha L., Bloomsburg
 Zerby, Ida W., Herndon
 Zinzarella, Julian J., Mt. Carmel
 Zondlo, Louise Anna, Dupont

POST SESSION—1944

Baker, Marie E., Mt. Carmel
 Bender, LaRue G., Catawissa
 Craig, Esther, Chambersburg
 Farr, Lois W., Lake Ariel
 Frey, Marjorie L., Bloomsburg
 Fuenmayor, Mercedes A., Bloomsburg
 Good, Eda A., Montgomery
 Hackenberger, Mary Jess, Mifflintown
 Hartman, Mrs. M. Helen, Danville
 Heimbach, Mary R., Sunbury
 Heupcke, Alice M., Bloomsburg
 Hill, Dorothy E., Lebanon
 Hollenbeck, Catharine B., Williamsport
 Kowalsky, Mildred, Bloomsburg
 Kravitski, Bertha V., Drums

Kyle, Margaret J., Millville
 Kyle, Robert J., Millville
 McCarr (Eckrote), Bernice M., Drums
 Meiss, Alice M., Nescopeck
 Mengel, Ada M., Mt. Pleasant Mills
 Remley, Mrs. Romaine M., Bloomsburg
 Richards, A. M. Margaret H., Berwick
 Schrader, Jean E., Shamokin
 Shevlin, Helen T., Scranton
 Shipe, Ida Jane, Berwick
 Shlanta, John, Milford
 Stiner, Fred C., Orangeville
 Stitzel, Martha J., Hamburg
 Thornton, Alma H., Old Forge
 Traub, Florence A., Luzerne

NURSES—1944-1945

Beaver, Evelyn M., Ringtown
 Blass, Elizabeth J., Aristes
 Briggs, Mildred Ellen, Nescopeck
 Cherrington, Beverly, Catawissa
 Faust, Emma A., Danville
 Funk, Catherine M., Benton
 Harter, Barbara J., Bloomsburg

Lucas, Anna Mae, Williamsport
 Maurer, Patricia F., Red Cross
 Morrison, Helen L., Bloomsburg
 Rarig, Lenore M., Numidia
 Rhinard, Elizabeth J., Berwick
 Swank, Evelyn J., Lewisburg

NAVY V-12 TRAINEES—1944-1945

Ackerman, Austin Dusham Center Conn.
 Adams, Ralph J., Ogdensburg, N. Y.
 Aldrich, Lloyd L., Rochester, N. Y.
 Allen, George E., New York, N. Y.
 Allenby, Hubert A., Falmouth, Mass.
 Althouse, William D., Evansville, Pa.
 Amato, Anthony, Camden, N. J.
 Anderson, Dale R., Jamaica, N. Y.
 Anderson, Francis R., Arnold, Pa.
 Anderson, John S., New Castle, Pa.
 Anderson, Paul K., Brockway, Pa.
 Andrews, William T., Merion, Pa.
 Appel, Wallace H., Cranston, R. I.
 Bachman, Willard J., Bristol, Pa.
 Baker, Harold J., Brooklyn, N. Y.
 Baker, Robert D., West Lawn, Pa.
 Balancia, Robert M., Bronx, N. Y.
 Ballerstein, George B., Wellsville, N. Y.
 Bateman, Roger I., Philadelphia, Pa.
 Bechtold, George W., Pittsburgh, Pa.
 Bennett, John H., New Drop, N. Y.
 Bern, Edward Carl, Bronx, N. Y.
 Bertocchi, Bartolmeo, Kittanning, Pa.
 Betelak, John N., Syracuse, N. Y.
 Bevan, Robert S., Gilbertson, Pa.
 Beyer, Louis J., St. Albans, N. Y.
 Bianco, John B., White Plains, N. Y.
 Bickel, George P., Philadelphia, Pa.
 Bibbo, Domenico N., Brockton, Mass.
 Biloon, Harold L., New York, N. Y.
 Bisbing Jr., John W., Llanerch, Pa.
 Blassie, Robert S., Luzerne, Pa.
 Bloom, Jack, Rochester, N. Y.

Boardman, William B., Bellevue, Pa.
 Bogan, John F., Lyndhurst, N. J.
 Bogart, Elmer J., Philadelphia, Pa.
 Booth, Claude C., Philadelphia, Pa.
 Bottger, George E., Lindenhurst, N. Y.
 Bregoff, Donald L., St. George, N. Y.
 Bruck, Thomas J., Brooklyn, N. Y.
 Bryden, Kenneth F., Ballston Lake, N. Y.
 Bryson, Harold E., Laurel Springs, N. J.
 Bushka, Edward B., Torrington, Conn.
 Buyce, Gerald R., Northville, N. Y.
 Campitelli, James V., Windber, Pa.
 Carrie, Wallace Jr., New York, N. Y.
 Carroll, Aldin James, McKeesport, Pa.
 Carter, Robert L., West Concord, Mass.
 Casey, Joseph H., Huntington, W. Va.
 Chamberlin, Carlton L., Somerville, Mass.
 Cloutman, Robert H., Marblehead, Mass.
 Cohen, Maxwell H., Philadelphia, Pa.
 Cohen, Solomon N., Brooklyn, N. Y.
 Copeland, Wm. G., Laurel Springs, N. J.
 Corrigan, Francis J., Corchester, Mass.
 Crocker, Albert W., Worcester, Mass.
 Crosby, Carl R., Jr., Providence, R. I.
 D'Amico, Morris N., Syracuse, N. Y.
 Davis, Carol E., Berwick, Pa.
 Davis, John W., Philadelphia, Pa.
 Davis, William J., Winthrop, Mass.
 Deacon, Benjamin H., Merion, Pa.
 Dentz, Robert C., E. Norwalk, Conn.
 Devine, Richard E., Penvalley, Pa.
 DeWitt, Wm. M., Schuylkill-Haven, Pa.
 Dickel, Rudolph A., Philadelphia, Pa.

- Dietz, Harry C., Long Island, N. Y.
 DiFresco, Salvatore N., Rochester, N. Y.
 D'Olier, William L. Jr., Brooklyn, N. Y.
 Domingues, Louis A., Philadelphia, Pa.
 Downey, George F., Pittsfield, Mass.
 DuBois, William M., Millville, N. J.
 Dunne, Peter J., Wayne, Pa.
 Eglinton, Thomas W., Providence, R. I.
 Ehrlich, Howard L., Wilkes-Barre, Pa.
 Feldsott, Irving N., Forrest Hills, N. Y.
 Ferraro, Harold C., Bronx, N. Y.
 Ferrulo, Robert R., Philadelphia, Pa.
 Fischer, Robert T., E. Hempstead, N. Y.
 Fitzpatrick, Joseph F., Philadelphia, Pa.
 Fleisher, Donald R., Wila, Pa.
 Fleming, Thomas E., Woodside, N. Y.
 Flood, Leslie, Manhasset, N. Y.
 Forbes, Arthur C., Glenside, Pa.
 Frankoski, Theo. F., Waterbury, Conn.
 Friedli, Ernest K., Brooklyn, N. Y.
 From, Glenn Edgar, White Plains, N. Y.
 Gallagher, John A., Lawrence, Mass.
 Garback, Lewis Adam, W. Hazleton, Pa.
 Garm, Philip J., Forest City, Pa.
 Geiger, Charles G., Metuchen, N. J.
 Ghezzi, Rudolph D., New Britain, Conn.
 Gibson, George William, Ogdens, Pa.
 Gordon, George Stanley, Brooklyn, N. Y.
 Grafenberg, Arthur P., Huntington, N. Y.
 Graham, William C., Rochester, N. Y.
 Grass, Lawrence I., Philadelphia, Pa.
 Greenberg, Bernard, Philadelphia, Pa.
 Greenspan, Howard F., New York, N. Y.
 Grimm, Richard E., Dillsburg, Pa.
 Gronka, Martin Joseph, Nanticoke, Pa.
 Gunnison, LaRue E., Conandaigua, N. Y.
 Gunther, Roy Z., Ranshaw, Pa.
 Gurniak, John, Philadelphia, Pa.
 Hamilton, Henriques C., Rosemont, Pa.
 Hanlon, John R., Stratford, Conn.
 Hartmann, Herman G., Philadelphia, Pa.
 Hawkins, Frank L., Providence, R. I.
 Heim, Donald V., Wayne, Pa.
 Heiselmoyer, Ray N., Upper Darby, Pa.
 Hennessy, Thomas M., Coatesville, Pa.
 Hepburn, John M., Ardmore, Pa.
 Hersherberger, William E., Coraopolis, Pa.
 Hibbs, Alvin S., Everett, Mass.
 Hibbs, William F., Philadelphia, Pa.
 Hirtz Lawrence, Rockaway Park, N. Y.
 Hodge, David M., Lemoyne, Pa.
 Hoffman, Rex V., Jr., Philadelphia, Pa.
 Hood, Paul F., Philadelphia, Pa.
 Howard, Owen, Washington, D. C.
 Huber, Russell B. W., Conshohocken, Pa.
 Hunter, Ed. J., Jr., Shippensburg, Pa.
 Irons, Joseph H., Johnstown, Pa.
 Ix, John P., New York, N. Y.
 Jackson, Douglas Queens Village, N. Y.
 Janas, John L., Pittsburgh, Pa.
 Jason, Paul A., Milmont Park, Pa.
 Jayne, Frank M., Gardiner, N. Y.
 Jeffries, William B., Harmony, Pa.
 Jenkins Frank W., Philadelphia, Pa.
 Jenkins, LeRoy F., Seaford, N. Y.
 Jimenez, James W., Buffalo, Pa.
 Johnson, Charles E., Brookline, Mass.
 Johnson, Edward, Aliquippa, Pa.
 Jones, Walter F., Uwchland, Pa.
 Kantrowitz, Seymour, Newburgh, N. Y.
 Kaschner, Daniel B., Camden, N. J.
 Keiser, Robert B., Mt. Carmel, Pa.
 Kelly, Aloysius J., Strafford, Pa.
 Kelly, Thomas V., Washington, D. C.
 Kilroy, Thomas G., Barnesville, Pa.
 Kimpflen, Joseph F., Philadelphia, Pa.
 Kings, Robert F., Buffalo, N. Y.
 Kinney, Paul T., Jr., Llanerch, Pa.
 Kirchmer, Kenneth L., N. Babylon, N. Y.
 Kirk, William K., Baldwin, N. Y.
 Kishbaugh, John E., Wilkes-Barre, Pa.
 Klinefelter, Paul F., Jr., Flourown, Pa.
 Knapp, Rudolph G., Staten Island, N. Y.
 Koch, Julius, Brooklyn, N. Y.
 Kriche, Edward J., Brooklyn, N. Y.
 Krisko, Robert S., Greensburg, Pa.
 Kunigonis, John S., Plymouth, Pa.
 Kunkle, Calvin S., Homer City, Pa.
 Lang, John R., Brooklyn, N. Y.
 Lang, Kenneth C., Irwin, Pa.
 Lee, Earl W., Willsboro, N. Y.
 Lisehora, Anthony, Columbus, N. J.
 Lock, Andrew J., Brooklyn, N. Y.
 Longo, John M., Carnegie, Pa.
 Lydon, John Martin, Upper Darby, Pa.
 Lyhne, Borge N., Hartford, Conn.
 Macpherson, Calvin A., Quincy, Mass.
 Mariaschin, Saul N., Brooklyn, N. Y.
 Marlow, Douglas F., Brooklyn, N. Y.
 Martin, Allen F., Syracuse, N. Y.
 Marx, Otto L., Norristown, Pa.
 Masterson, Paul F., Worcester, Mass.
 Mazzitti, Joseph L., Berwick, Pa.
 McCarrick, Addison T., Philadelphia, Pa.
 McConaghy, Stewart, Philadelphia, Pa.
 McCormick, B. W., Jr., West Chester, Pa.
 McEltheny, Charles L., Penbrook, Pa.
 McKay, Donald Paul, Springfield, Pa.
 McKittrick, Herbert J., Jr., Aldan, Pa.
 McMillan James E., Warren, Pa.
 McNiff, Joseph F., Brooklyn, N. Y.
 Mecouch, George H., Media, Pa.
 Muscheck, Charles O., Philadelphia, Pa.
 Nealon, John P., Scranton, Pa.
 Neilson, Richard B., Wilmington, Mass.
 Nickerson, Russell J., Edgewood, R. I.
 Nicolaisen, Walter N., New York, N. Y.
 Nutaitis, Wedo, Berwick, Pa.
 Oleyar, Michael, Jr., Bayonne, N. J.
 Opalka, John N., Buffalo, N. Y.
 Paprocky, Samuel, Stratford, Conn.
 Parker, Edmund L., East Orange, N. J.
 Pass, Vincent L., Export, Pa.
 Pastorius, Donald D., Crum Lynne, Pa.
 Persak, Stephen, Hillside, N. J.
 Pettit, Joseph J., Grand Rapids, Mich.
 Pittenger, Baaron B., Waterbury, Conn.
 Posada P. N., Jr., Lackawanna, N. Y.
 Pratico, Pasquale N., Schenectady, N. Y.
 Pstrak, Theodore W., Wilkes-Barre, Pa.
 Price, Charles D., Philadelphia, Pa.
 Quinn, John D., Philadelphia, Pa.
 Rectanus, Earl F., Pittsburgh, Pa.
 Reed, William, Norwich, Conn.
 Remetz, Michael J., Swoyersville, Pa.
 Riley, Donald R., Indiana, Pa.
 Rioux, Jean R., New Bedford, Mass.
 Ritter, Arthur W., E. Lansdowne, Pa.
 Roos, Edmund N., Jr., Bellevue, Pa.
 Roudabush, Ned W., Altoona, Pa.
 Rudolph, Howard F., Glendale, N. Y.
 Ryan, George T., Brooklyn, N. Y.
 Sansone, John J., Uniontown, Pa.
 Scaramuzza, Thomas M., Brooklyn, N. Y.
 Schell, William N., Aliquippa, Pa.
 Schildmacher, William F., Erie, Pa.
 Schleicher, Henry, Jr., Bellaire, Ohio
 Scher Morton, Brooklyn, N. Y.
 Seefeldt, William J., Lester, Pa.
 Shedler, Vincent F., Eggertsville, N. Y.
 Siegfried, Francis H., Melrose Park, Pa.
 Sipkoff, Saul, Philadelphia, Pa.
 Sittler, Gilbert A., Philadelphia, Pa.
 Slocum, Henry, Weedsport, N. Y.

Smith, Edward T., Glenside, Pa.	Trinity, James P., Jr., Philadelphia, Pa.
Smith, James L., Philadelphia, Pa.	Umholtz, George B., Philadelphia, Pa.
Smith, John, Camden, N. J.	Valentauk, Edward J., Rome, N. Y.
Smith, Kirby J., Philadelphia, Pa.	Van D'Elden, Karl, Kew Gardens, N. Y.
Smith, Robert M., III, Wilkes-Barre, Pa.	Van Wyk, John Eaton, N. Y.
Snyder, Paul E., DuBois, Pa.	Vernon, William A., Ardmore, Pa.
Snyder, Robert L., Ellwood City, Pa.	Vuncanon, James C., Philadelphia, Pa.
Spegal, Robert W., Hatboro, Pa.	Wagner, Charles, III, Philadelphia, Pa.
Speicher, Ralph Robert, Oakdale, Pa.	Walck, Douglas N., Quakertown, Pa.
Stauffer, Jacob R., Mechanicsburg, Pa.	Walker, John J., Philadelphia, Pa.
Stevenson, Donald H., Cheltenham, Pa.	Wall, Lawrence E., Springfield, Mass.
Stoltz, James P., Ashville, Pa.	Walsh, Richard P., Haverstraw, N. Y.
Strauss, Robert, South Orange, N. J.	Wasilewski, Eugene J., Wilkes-Barre, Pa.
Strong, James P., N. Adams, Mass.	Waters, Herbert R., Jr., Sterling, Mass.
Stulb, Jos. V., Chestnut Hill, Phila., Pa.	Wells, Howard G., Poughkeepsie, N. Y.
Stutman, George, Wilmington, Del.	West, George W., Philadelphia, Pa.
Sudek, Leonard, Duryea, Pa.	White, William B., Mystic, Conn.
Sullivan, John J., Lynn, Mass.	Williams, Char. I., Queens Village, N. Y.
Swartley, David S., Center Square, Pa.	Williams, Eugene R., East Haven, Conn.
Swingle, Charles E., Hookstown, Pa.	Williams, Rodney C., Margate, N. J.
Szigety, Victor P., Brooklyn, N. Y.	Wineberg, John, Punxsutawney, Pa.
Tarbay, Andrew N., Watervliet, N. Y.	Wintermute, Frederick M., Altoona, Pa.
Taylor, Clyde M., Burnham, Pa.	Wright, William M., Milton, Pa.
Terhune, Cortlandt L., Maywood, N. J.	Zagoudis, John P., New York, N. Y.
Thompson, James J., S. Boston, Mass.	Zasuly, Louis, Brooklyn, N. Y.
Thompson, Walter, Philadelphia, Pa.	Zehner, Omar C., Zelenople, Pa.
Tierney, James G., Bronx, N. Y.	Zieber, George M., Manda, Pa.
Tomek, Albert J., Allentown, Pa.	Zurner, John H., Forty Fort, Pa.
Toof, Arnold R., Philadelphia, Pa.	

ENROLLMENT REPORT COLLEGE YEAR—1944-1945

Summary A—Number of Different Students

<i>Total Enrollment</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
Full Time Students	27	159	186
War Program Students	415	13	428
Part Time Students	7	30	37
Summer Session Students	48	251	299
TOTAL (excluding duplicates)	497	453	950

Summary B—Adjusted Enrollment (in terms of full time students)

<i>Adjusted Enrollment</i>	<i>Actual Enrollment</i>	<i>Adjusted Enrollment</i>
Full Time Students	186	186
War Program Students	428	502
Part Time Students	37	15
Summer Session Students	299	166
TOTAL (excluding duplicates)	950	869

PRELIMINARY ENROLLMENT BLANK

This blank, together with a check (or Money Order drawn on the Postmaster at Harrisburg, Pennsylvania) for \$10.00 payable to the Commonwealth of Pennsylvania, should be mailed to State Teachers College, Bloomsburg, Pennsylvania. This \$10.00 is used as part payment of your fees. Do not send currency.

Name of Applicant
Last Name First Name Middle Initial

Address of Applicant
Number and Street

.....
Town County State

Date of Birth
Month Day Year

Desire to enter—June, 194.... ☐

September, 194.... ☐

January, 194.... ☐

Plan: Four College Years ☐ Curriculum: Business ☐

Three Calendar Years ☐ Elementary ☐

Secondary ☐

Shall we reserve a room for you?

Give the name of town and county of the four-year high school from which you graduated

When were you graduated?

Is this your first enrollment in this institution?

Give the names and location of any institutions which you have attended since graduation from high school

All curriculums lead to the degree of Bachelor of Science in Education. By attending the summer sessions regularly from the time of entrance, the graduation requirements may be completed in three calendar years. Students entering on this basis must signify their intention at the time of their admission..

Advance reservation deposits will be returned provided the College is notified at least three weeks before the opening of the semester of the desire to cancel the reservation.

Permission to live off the campus will not be given as long as rooms are available in the dormitories. Special cases will be handled by the President.

Additional copies of this publication may be secured upon request from President Harvey A. Andruss, State Teachers College, Bloomsburg, Pennsylvania.



1. *How*
 2. *What*
 3. *Why*
 4. *When*
 5. *Where*
 6. *Who*
 7. *How*
 8. *What*
 9. *Why*
 10. *When*
 11. *Where*
 12. *Who*

I LOVE TO TEACH

I DO NOT know that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle; it's a passion. I love to teach.

I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or woman can spend a long life at it without realizing much more than his limitations and mistakes, and his distance from the ideal.

But the main aim of my happy days has been to become a good teacher, just as every architect wishes to be a good architect and every professional poet aims toward perfection.

William Lyon Phelps